



Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau



UIN SUSKA RIAU

BY

KARDILA HASANAH

SIN. 11414202822

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1442 H/ 2021 M**

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta milik UIN Suska Riau

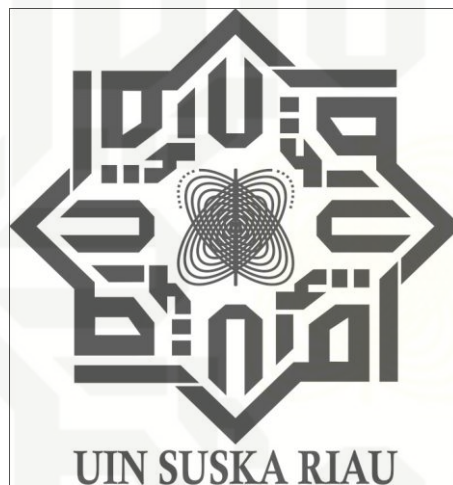
State Islamic University of Sultan Syarif Kasim Riau

THE EFFECT OF USING INSIDE OUTSIDE CIRCLE STRATEGY ON STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 1

RUPAT

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)



UIN SUSKA RIAU

By

KARDILA HASANAH

SIN. 11414202822

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1442 H/ 2021 M**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Inside Outside Circle Strategy on Students' Reading Comprehension At Eleventh Grade of State Senior High School 1 Rupert*, is written by **Kardila Hasanah, SIN, 11414202822**. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul Akhir 24, 1442 H
Desember 8, 2020 M

Approved by

The Chairperson of the Department
of English Education

Drs. Samsi, MH.Sc.
NIP. 19630803 199303 1 004

Supervisor

Drs. H. M. Syafi'i S. M.pd.
NIP. 19660603 199203 1 004

UIN SUSKA RIAU



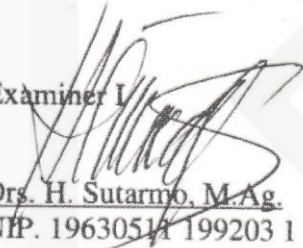
EXAMINER APPROVAL

The thesis entitled *The Effect of Using Inside Outside Circle Strategy On Student's Reading Comprehension at Eleventh Grade of State Senior High School 1 Rupa* is written by Kardila Hasanah, SIN 11414202822. It has been approved and examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for undergraduate Degree (S. Pd.) in English Education Department.


Pekanbaru, Jumadil Awal 26th 1442 H
January 11th 2021 M

Examiner Committee

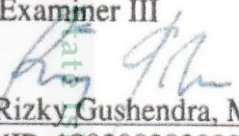
Examiner I


Drs. H. Sutarmo, M.Ag.
NIP. 19630511 199203 1 002

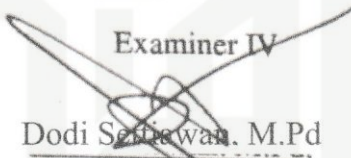
Examiner II


Riri Fauzani, M.Sc.
NIK. 130117075

Examiner III


Rizky Gushendra, M.Ed.
NIP. 198208282008011008

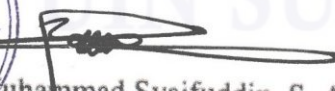
Examiner IV


Dodi Setiawan, M.Pd.
NIK. 130 117 072

Dean



Faculty of Education and Teacher Training


Dr. H. Muhammad Syaifuddin, S. Ag., M. Ag.
NIP. 197407041998031001

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises belong to Allah SWT, the Lord of the world and the creator of universe. By guidance and blessing, the researcher has completed this project paper entitled The Effect of Using Inside Outside Circle Strategy on Students' Reading Comprehension at Eleventh Grade of State Senior High School 1 Rupert. Peace is upon to the greatest prophet Muhammad SAW. The greatest gratitude goes to researcher's parents, Mr. Tarmizi and Mrs. Darmidah, for their endless loves, cares, prayers, and supports. They have given the everything to finish this thesis.

The researcher's sincere gratitude and deep appreciation are addressed to all people who have given contribution, critics, ideas and suggestions to the writer in writing this thesis, they are:

1. Prof, Dr. H. Suyitno, M.Ag as Plt. Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jarmah, MA., as vice rector I, Drs. H. Promadi, MA.,Ph.D., as vice rector III and all staffs.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of Education and teacher training of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. Alimuddin, M.Ag., as Vice Dean I, Dr. Dra. Rohani, M.Pd., as vice Dean II, Dr. Drs. Nursalim, M.Pd., as vice Dean III and all staffs.
3. Drs. Samsi, M.H.Sc., the Chairperson of Department of English Education Department and Cut Raudhatul Miski, M.Pd., the secretary of English Education Department.
4. My deepest appreciation and gratitude go to my supervisor Drs. H. M. Safi'i, M.Pd., for her guidance, advice, and solutions in finishing the thesis.
5. All lectures of English Education Department who have taught the writer during the courses.
6. Mimi Amriza,S.Pd., the headmaster of SMAN 1 Rupert, who allowed the researcher to carry out this research in this school.
7. Eva Maisura, S.Pd.I., the English teacher of SMAN 1 Rupert, who has helped the researcher to conduct the research at school.
8. Some special words of gratitude to my friends in class. Thank you for all the supports through years.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

9. And all of the people who cannot be mentioned one by one who have role to help in finishing this thesis.

Nothing is perfect but Allah SWT and neither in this work. This thesis is not perfect scientific writing yet. Therefore, comments, critics and suggestions for improvement of this thesis will be highly appreciated. The researcher believes that this thesis gives some contributions for the improvement of the English teaching and learning for the readers.

Pekanbaru, December 2020

The Researcher

Kardila Hasanah

SIN. 11414202822

UIN SUSKA RIAU



ABSTRACT

Kardila Hasanah (2020): The Effect of Using Inside Outside Circle Strategy On Students' Reading Comprehension at Eleventh Grade of State Senior High School 1 Rupert.

The main purpose of this research was to find out whether there is significant effect of students' reading comprehension taught by using Inside Outside Circle Strategy and without taught by using Inside Outside Circle Strategy at SMAN 1 Rupert.

The design of this research was an experimental research, which used quasi-experimental research. The subject of this research was the eleventh grade students at SMAN 1 Rupert which total number of population were 103. The researcher used cluster random sampling as a sampling technique took two classes as the sample. Class XI IA 2 as the experimental class which consisted of 27 students and XI IA 1 as the control class which consisted of 27 students. The instrument of this research was a test.

The data of the research were collected by two kinds of a test, pre-test and post-test. Pre-test was used to determine the students' reading comprehension before getting the treatment and post-test was used to determine the students' reading comprehension after getting the treatment. In analyzing the data, the researcher used Independent and paired sample t-test formula by using SPSS version 23 and eta square.

Based on the analysis of t-test formula, the sig.value is 0.013. it could be stated that $0.013 < 0.50$. It means that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Then, the effect size is 0.13 categorized into moderate level. The writer concluded that there is a significant effect of using Inside Outside Circle Strategy on students' reading comprehension at SMAN 1 Rupert.

Key words: *Inside Outside Circle Strategy, Reading Comprehension.*

UIN SUSKA RIAU



ABSTRAK

Kardila Hasanah (2020): Keefektifan Penggunaan Strategi Inside Outside Circle Terhadap Kemampuan Membaca Siswa Kelas Sebelas di SMAN 1 Rupert

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidaknya pengaruh yang signifikan terhadap pemahaman membaca siswa yang diajarkan dengan menggunakan strategi Inside Outside Circle dan yang diajarkan tanpa menggunakan strategi Inside Outside Circle di SMAN 1 Rupert.

Adapun jenis penelitian ini adalah Quasi-Experiment. Populasi dari penelitian ini adalah siswa kelas sebelas di SMAN 1 Rupert dengan jumlah populasi adalah 103 siswa. Penulis menggunakan cluster random sampling dengan mengambil dua kelas sebagai sampel. Kelas XI IA 2 yang terdiri dari 27 siswa sebagai kelas experiment dan kelas XI IA 1 yang terdiri dari 27 siswa sebagai kelas control. Instrument dalam penelitian ini adalah test yang terdiri dari pre-test dan post-test.

Data penelitian diambil dari siswa dalam memahami bacaan teks yang dikumpulkan dengan menggunakan dua tes, pre-test dan post-test. Pre-test digunakan untuk menentukan pemahaman siswa membaca sebelum mendapatkan perlakuan dan post-test digunakan untuk menentukan pemahaman siswa membaca setelah mendapatkan perlakuan. Dalam menganalisis data, penulis menggunakan rumus dari Independent dan paired sample T-test menggunakan SPSS versi 23 dan rumus Eta square.

Berdasarkan analisis t-test, nilai sig. adalah 0.013. Hal ini dapat dinyatakan bahwa $0.013 < 0.50$ yang berate nul hypothesis (H_0) ditolak dan alternative hypothesis (H_a) diterima. Kemudian, effect size adalah 0.13 pada tingkat yang tinggi. Penulis menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi Inside Outside Circle pada pemahaman membaca siswa di SMAN 1 Rupert.

Kata Kunci: *Inside Outside Circle Strategy, Pemahaman membaca*

ملخص

كارديلا حسنة (٢٠٢٠): فعالية استخدام استراتيجية الدائرة الداخلية والخارجية في القدرة على القراءة لدى طلاب المدرسة الثانوية الحكومية ١ روفات.

يهدف هذا البحث إلى معرفة ما إذا كان هناك تأثير كبير على فهم القراءة لدى الطلاب الذين تم تعليمهم باستخدام استراتيجية الدائرة الداخلية والخارجية والذين تم تعليمهم دون استخدام استراتيجية الدائرة الداخلية والخارجية في المدرسة الثانوية الحكومية ١ روفات.

هذا البحث بحث الشبه التجريبي. ومجتمع هذا البحث هو طلاب المدرسة الثانوية الحكومية ١ روفات وعددهم ١٠٣ طالبا. استخدمت الباحثة العينة العشوائية العنقودية بأخذ فصلين كالعينة. يتكون الفصل الحادي عشر العلوم ٢ من ٢٧ طالبًا كالصف التجريبي والفصل الحادي عشر التاريخ ١ الذي يتكون من ٢٧ طالبًا كالصف الضابط. وأداة البحث هو الاختبار من الاختبار القبلي والبعدي.

تم أخذ بيانات البحث من الطلاب في فهم قراءة النص الذي تم جمعه باستخدام اختبارين، الاختبار القبلي والبعدي. تم استخدام الاختبار القبلي لتحديد استيعاب الطلاب على القراءة قبل العلاج، واستخدم الاختبار البعدي لتحديد فهم القراءة لدى الطلاب بعد العلاج. وفي تحليل البيانات، استخدمت الباحثة صيغة العينة المستقلة والمزدوجة من T اختبار باستخدام البرنامج الإحصائي للعلوم الاجتماعية بالإصدار ٢٣ وصيغة مربع.

بناءً على تحليل t-اختبار، تكون قيمة هامة ٠.٠٠١٣. يمكن القول أن قيمة ٠.٠٠١٣ > ٥٠.٠٠، مما يعني أن الفرضية الصفرية (H_0) مرفوضة وأن الفرضية البديلة (H_a) مقبولة. ثم حجم التأثير هو ١٣.٠ على المستوى العالي. استنتجت الباحثة أن هناك تأثيرًا كبيرًا من استخدام إستراتيجية الدائرة الداخلية والخارجية في فهم القراءة لدى طلاب المدرسة الثانوية الحكومية ١ روفات.



الكلمات المفتاحية: إستراتيجية الدائرة الداخلية والخارجية، فهم القراءة

LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
LIST OF CONTENT	viii
LIST OF TABLE	xi
LIST OF CHART	xiii
LIST OF APPENDICES	xiii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. The Problems of the Research	5
1. The Identification of the Problems	5
2. The Limitation of the Problems	6
3. The Formulation of the Problems	6
C. Objectives and the Significance of the Research	7
1. The Objective of The Research	7
2. The Significance of The Research	7
D. Reason for Choosing The Tittle	8
E. The Definition of The Term	8
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	12
1. The Nature of Reading	12
2. The Purpose of Reading	14
3. The Nature of Reading Comprehension	15
4. Teaching Reading Comprehension	16
5. Concept of the Method	18

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. The Components of Reading Comprehension ..	19
7. The Levels of Reading Comprehension	21
8. Factors Influencing Students' Reading Comprehension	22
9. The Nature of Recount Text	24
10. The Nature of Inside Outside Circle	26
11. Teaching Reading by Using Inside Outside Circle Strategy	27
12. Advantages and Disadvantages of Inside Outside Circle	30
B. The Relevant Research	32
C. Operational Concept.....	34
D. Assumption and Hypothesis	37

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	38
B. Location and Time of The Research	39
C. Subject and Object of The Research	39
D. The Population and the Sample of the Research	39
E. The Technique of Collecting data.....	41
F. The Validity and Reliability of Instrument	44
G. The Technique of Analyzing the Data	47

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data	49
B. The Data Presentation	49
C. The Normality of the Data	61
D. The Data Analysis	62

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	68
---------------------	----

B. Suggestion	68
1. Suggestion for Teacher	69
2. Suggestion for Student	69

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF TABLES

Table III.1	Research Design	36
Table III.2	The Total Population of the Eleventh Grade at SMAN 1 Rupat.....	37
Table III.3	The Number of Sample of the Eleventh Grade Students' at SMAN 1 Rupat	38
Table III.4	The Blueprint of Reading Comprehension Test	40
Table III.5	The Classification of Students' Score	40
Table III.6	The Item Validity of Try Out	42
Table III.7	Category of Reliability	43
Table III.8	Reliability Statistic	43
Table III.9	Interpretation of Eta Squared for Effect Size	45
Table IV.1	The Score of Students' Reading Comprehension of Experimental Class.....	47
Table IV.2	The Distribution of Frequency of Students' Pre-Test Scores of Experimental Class	48
Table IV.3	The Distribution of Frequency of Students' Post-Test Scores of Experimental Class	50
Table IV.4	The Score of Students' Reading Comprehension of Control Class	52
Table IV.5	The Distribution of Frequency of Students' Pre-Test Scores of Control Class	53
Table IV.6	The Distribution of Frequency of Students' Post-Test Scores of Control Class	55
Table IV.7	The Data of Students' Pre-Test and Post-test Score in Experimental and Control Class at Eleventh State Senior High School 1 Rupat Bengkalis Regency	57
Table IV.8	The Significant Effect of Using Inside Outside Circle Strategy Toward Students' Reading Comprehension in Recount Text	58

Table IV.9	Test of Normality	59
Table IV.10	Descriptive Statistic of Student' Reading Comprehension (Post-Test) of Experimental Class.....	59
Table IV.11	Descriptive Statistic of Student' Reading Comprehension (Post-Test) of Control Class	60
Table IV.12	The Difference on Students' Post-Test Score in Experimental and Control Class	61
Table IV.13	Group Statistics	61
Table IV.14	Independent Sample Test	62

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF CHARTS

Chart IV.1 The Histogram of The Statistic of Students' Pre-Test Score in Experimental Class	49
Chart IV.2 The Histogram of The Statistic of Students' Post-Test Score in Experimental Class.....	51
Chart IV.3 The Histogram of The Statistic of Students' Pre-Test Score in Control Class	54
Chart IV.4 The Histogram of The Statistic of Students' Post-Test Score in Control Class	56



LIST OF APPENDIXES

- Appendix 1:** Syllabus
- Appendix 2:** Lesson Plan
- Appendix 3:** Blue Print of Test
- Appendix 4:** Research Instrument
- Appendix 5:** Item Difficulty of Students' Reading Comprehension (Try Out)
- Appendix 6:** Score of pre-test and Post-Test of Control Class
- Appendix 7:** Score of pre-test and Post-Test of Experimental Class
- Appendix 8:** Recommendation Letters

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of language skills that should be mastered by the students. Reading is one of the activities that be done by the English language learners. Reading is one of the receptive skills. In line with the ideas above Hasibuan and Ansyari (2007, p. 114-115) said, this is an activity that has a purpose. This skill has very important role to play especially to obtain information from the English text or book. A person may read in order to gain information or to verify existing knowledge, or in order to critique a researcher's idea. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guide the reader's selection of texts.

Dealing with Nunan (2003, p. 68) said that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, by reading learners will make greater progress and development in all areas of learning. Reading is an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. In line with Kalayo (2007, p. 114-115) said that reading is an interactive process that goes on between the reader and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the text, resulting in comprehension. The goal of reading is comprehension. As stated by Sharon (1952, p. 98-99)

“Reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text”.

State Senior High School 1 Rupert is one of the Senior High Schools located in Bengkalis regency. As a formal education, this school also provides English subject to the students, especially in reading skill. This school uses School Based Curriculum (K13) as a guideline in teaching and learning process. The School Based Curriculum has two competences, those are called standard competence and basic competence. In the eleventh grade of Senior High School, the standar competence is the students are required to comprehend simple short functional written text and simple essay in daily life and knowledge usage in reading texts. Furthermore, for the basic competence, the students must be able to read a loud , respond, and rhetorical steps of short functional text and simple essay text in daily life accurately, fluently, and understandably in reading

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

texts (Department of National Education, 2006, p.288). The passing grade (KKM) for the English subject in this school is 75. Based on School-Based Curriculum (K13), this school provides the English lesson is twice in a week. The teaching and learning process for one meeting is about 2 hours. The duration for one hour is about 45 minutes. It means that, in a week English taught about 180 minutes.

In fact, based on preliminary study of the researcher in State Senior High School 1 Rupert, Bengkalis regency, especially in eleventh grade, Tuesday, October 9 2018, it's clear that the students are getting difficulties in English subject, especially in reading. Reading was taught by some techniques to develop students reading comprehension. The teacher asked students to read some parts of reading text and then they answered the question individually.

Then, teacher asked them to collect their papers and the teacher gave the true answers to the students. However, the students still had low ability in the reading text and could not fulfill the indicators of recount text such as; to identify the general information of the text, to identify generic structure, to identify specific information of the text, to describe and identify the recount text. The students' reading comprehension was still far from the expectation of the curriculum. Based on the preliminary study that the researcher did on the eleventh grade at State Senior High School 1 Rupert the researcher found out the following symptoms such as:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Some of the students are not able to find out the main idea in recount text
2. Some of the students are not able to identify the specific information of Recount text.
3. Some of the students are not able to find out meaning of certain words identify of the recount text.
4. Some of the students are not able to make inference in recount text.
5. Some of the students are not able to identify the reference of the recount text.

Based on the problems above, the researcher would like to implement one of strategy which is by applying *Inside Outside Circle Strategy*. This is also expected to encourage the students to be active in the teaching-learning process. Suprijono (2014 : 97) stated that Inside Outside Circle is a teaching learning method under the category of cooperative learning. To be consistent, then further discussion inside outside circle uses the term method. In this method, there is a series of steps of activities that must be followed cooperatively so that the students will be more actively involved in teaching-learning process. The students have to work in pairs, change their pairs and share the answers, discuss in a big group and have class discussion.

In brief, inside outside circle is assumed different from lecturing. In inside outside circle the students are demended to work cooperatively either in pairs or in groups, while in a lecture methode, the students not are

required to do. So because the learning materials are presented through a lot of explanation by the teacher.

Based on the problem deviated above, thus, the researcher is important in investigating the problems above into a research project which is entitled: **The Effect of Using Inside Outside Circle Strategy on Students' Reading Comprehension at Eleventh Grade of State Senior High School 1 Rupert.**

B. Problem

1. The Identification of the Problem

Based on the problems earlier, it is very clear that most of the eleventh grade students at SMAN 1 Rupert still get problems in comprehending recount text. Those problems can be identified as follows:

- a. How good are some of the students to identify the main idea of recount text?
- b. What makes some of the students unable to identify the specific information of recount text?
- c. What makes some of the students unable to find out meaning of certain words of recount text?
- d. How is students' comprehension in making inference of recount text?
- e. What causes of the students unable to identify the reference of recount text?

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Limitation of the Problem

There are many problems to be discussed in this research. Thus, to make this research clearer, the researcher limits the problems to the students' reading comprehension in recount text of the eleventh grade at State Senior High School 1 Rupert, Bengkalis Regency. It refers to the main idea of the text, the generic structure, and the language feature of recount text.

2. The Formulation of the Problem

Based on the limitation of the problems above, it is very clear that some of the students at eleventh grade of State Senior High School 1 Rupert Bengkalis Regency, have some problems in reading comprehension. Therefore, the problems can be formulated into research questions as follows:

- a. How is students' reading comprehension in recount text taught by using inside outside circle Strategy at eleventh grade of State Senior High School 1 Rupert Bengkalis Regency?
- b. How is students' reading comprehension in recount text taught without using inside outside circle Strategy at eleventh grade of State Senior High School 1 Rupert Bengkalis Regency?
- c. Is there any significant different on students' reading comprehension at eleventh grade of State Senior High School 1 Rupert Bengkalis Regency taught by using inside outside circle strategy and without using inside outside circle strategy?

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. Is there any significant effect of using inside outside circle strategy toward students' reading comprehension in Recount text?

2. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the information about students' reading comprehension of recount text taught without using Inside Outside Circle strategy at the eleventh grade students of State Senior High School 1 Rupert Bengkalis Regency.
- b. To find out the information about students' reading comprehension of recount text taught by using Inside Outside Circle strategy at the eleventh grade students of State Senior High School 1 Rupert Bengkalis Regency.
- c. To find out whether there is or not a significant difference on students' reading comprehension in recount text between who are taught without using inside outside circle Strategy and taught by using Inside Outside Circle strategy at the eleventh grade students of state Senior High School 1 Rupert, Bengkalis Regency.

2. The Significance of the Research

- a. Hopefully, this research finding is able to benefit the researcher as a novice researcher, in learning how to conduct a research.
- b. These research findings are also expected useful and valuable, for both teachers of English and students eleventh grade at State Senior

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

High School 1 Rupert Bengkalis Regency. Additionally, it may be considerations for their future teaching and learning English process.

- c. Besides these research finding also expected to be positive and valuable information for those who are concern in the world of teaching and learning of English as a foreign or a second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to development of the theories on language teaching in general.

3. Reasons for Choosing the Title

There are some reasons why the researcher is interested carrying out this research:

1. The title of this research is relevant with the researcher's status as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researcher.
3. The location of this research facilitates the researcher in conducting this research.

4. The Definition of the Term

There are so many terms involved in this research. Thus, to avoid misunderstanding and miss perception to the terms used in this research, the following terms are necessarily defined as follows:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Richard Schmidt 2010. p, 10). If we do something that we want to give that to the another people such as when the reader reads some the information the reader would like to share ideas and knowledge with the listener about it. That it's some of the effect can help the listener to get the new information and new ideas about it. Effect is the result caused of something changing. In this research the effect means that as the result of applying inside outside circle Strategy in teaching students' reading comprehension of recount text at State Senior High School 1 Rupert Bengkalis Regency.

2. Inside Outside Circle Strategy

Inside Outside Circle is a summarization technique that et students up and moving (Kagan, n.d). It holds all accountable for having something to say or share.

In Inside Outside Circle students work in groups of six or eight. In each group students stand or sit in pairs in two concentric circles, with the Inside Outside Circle facing out and outside circle facing in. Besides the practice is done in a group of students forming circles, students are endowed with the opportunities to interact with a different partner each time they rotate or step one or two step to their right or to their left, depending on the teacher's instruction. It could be a good strategy for

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

getting or checking understanding on texts or practicing dialogues in the textbooks.

To apply this learning method, the original pairs which are formed in the first time, have to do the tasks which are different from others. The original pairs work as the expert pairs to prepare the answers to share to new partners in the next rotation. The task or questions given to the original pairs are constructed based on the learning indicators which have been formulated (suriyono, 2009: 97). Nevertheless, the number of students in the class has also to be considered in deciding the number of groups. This method is expected to be able to give an interesting activity to make the students make use of all their potential to do the given tasks successfully. In this research inside outside circle refers to strategy that will be applied to teach reading comprehension of recount text at State Senior High School 1 Rupert.

3. Reading Comprehension

According to Tankersley (2003, p. 8) reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text. So, reading comprehension is the process of constructing the meaning through interaction between reader and author. In this research reading comprehension refers to the understanding of recount text in terms of the main idea, generic structure, and language features of the text. And also as the process of constructing meaning from a text that is defined as the level of understanding of a written text.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Recount Text

Recount text is retelling the past events. They are usually written as a series of events in the order in which they happen. A recount text also refers to a range of natural or man-made and social phenomena in our environment.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

Reading is one of the language skill that should be mastered by the students when studying English. Reading is needed to get information in written language. Moreover, reading is very important to students because it has some influence on the other skills. Reading gives positive impact on vocabulary, spelling, and writing (Harmer, 2007 p.11). It is because of people when reading they get more vocabulary, if students read new text it means that they also add new vocabulary. Reading a lot also train students to pronounce word correctly. Moreover, by reading a text people get information or idea to write.

According to Fiprinita (2013, p.1-2), reading is one of the subjects to get information and knowledge about everything readers need from written form. It is very important and it is one of four language skills that should be mastered by the students for all level. By reading, the students are enable to acquire knowledge and obtain information from the text. In



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

addition, Klingner (2007, p.104) says reading is an activity that has a purpose. People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style.

Reading is a receptive skill. Even though, it does not mean that reading is a passive skill. Reading involves a complex process. According to Spratt et al. (2005, p.22) when people read, there are some activities involved in the brain such as understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

Moreover, reading is not simple. Reading is an active process that requires a great deal of practice and skill. It is supported by Stone (2009, p.172), reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. According to Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Harrison and Salinger (1998, p.89) said, reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the definition above, the researcher can conclude that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text. It is an easy activity to do but has many benefits for us and provides knowledge. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

2. The Purpose of Reading

The general purpose of reading is to get information. Furthermore, when people read, they have different purposes; there are some purposes of reading. Grabe and Stoler (2002, p.6) divided the purpose of reading as:

- a. Reading to search for simple information.
- b. Reading to skim quickly.
- c. Reading to learn from text.
- d. Reading to integrate information.
- e. Reading to write.
- f. Reading to criticize text.
- g. Reading for general comprehension.

Based on the purposes above, we can see that many people have different purposes when they are reading. There are students that read book in order to learn from their exam beside that there are writers that read a book in order to get idea for his/her book and many others.

According to Harmer (1991, p.191), the purposes of reading are:

- a. Reading to confirm expectation.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Reading to extract specific information
- c. Reading for communicative task.
- d. Reading for general understanding.
- e. Reading for detailed comprehension, and information.
- f. Reading for detail comprehension, function, and discourse.

3. The Nature of Reading Comprehension

The major goal of teaching reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text.

According to Westwood (2008, p.31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming from the page. Furthermore, Snow (2002, p.11), says reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that writer uses. That is why, reading comprehension section always be given along with vocabulary section.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Snow (2002, p.11) also mentioned that comprehension entails three elements such as:

- a. The reader who is doing the comprehending.
- b. The text is to be comprehended
- c. The activity in which comprehension is a part.

Based on the explanation above, it can be concluded that reading comprehension is an active thinking process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

4. Teaching Reading Comprehension

Reading comprehension refers to reading for meaning, and understanding. Yet, not all students can understand the text read by their own selves. Therefore, students need a teacher to help them in understanding the text. Teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehensions strategies flexibly and in combination with one another. According to Dorn and Soffos (2005) "teaching reading comprehension, as a teacher has twofold challenge. First is to understand the complexity of the reading process. Second is to apply the knowledge to a teacher works with students" (p. 14).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Regarding the ideas above, McIntyre, et al (2011) in Zakir (2016) stated that there are some principles for teaching comprehension that the teacher should consider, as follows:

1. Teacher begins comprehension instruction in the earliest grades, even before children have moved into conventional reading.
2. Teacher considers the reader, the activity, and the text when planning instruction.
3. Teacher teaches comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.
4. Teacher helps learners understand when and why particular comprehension strategies are useful.
5. Teacher uses a range of text genres.
6. Teacher uses good books in which kids are interested.
7. Teacher conducts deep conversations about the meanings of texts.
8. Whenever possible, teacher employs paired or group learning.
9. Teacher plans for plenty of practice opportunities, especially in authentic contexts with real texts.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

10. Teacher gives lots of feedback.

11. Teacher designs instruction that provides just enough scaffolding for students to be able to participate in tasks.

5. Concept of Teaching Method

Harmer (2001) said that the concept of teaching methodology consists of four aspects, they are: (p.78)

a. Approach

Murcia (2001) said that approach is something that reflects a certain model or research paradigm (theory). (p. 5) This refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. So, approach is the theories dealing with the nature of how to teach language and how language is learned.

b. Methods

According to Kalayo and Ansyari (2007: method is an overall plan for orderly presentation of language material- procedural-based on a selected approach. It means that, a method is the practical realisation of an approach. (p.4)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

c. Technique

Richards and Richard (2010) stated that technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or set up group activities (p. 590). In short, technique is procedure of activity which is applied by teacher in classroom.

d. Strategy

Sanjaya (2006) said that strategy is a plan of operation to achieve particular purposes (p. 127).

6. The Components of Reading Comprehension

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the components of reading. According to King and Stanley cited in Nurdiana (2016, p.37), there are five components of reading, they are as follows:

a. Finding the Detail Information

Detail information requires readers to scanning the specific information. Scanning can be done by reading questions that give and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

find the content words-synonyms or the same words. The detail information is generally prepared for the students and the following questions of the reading are started

b. Finding Main Idea

Recognition of the main idea of the paragraph is very important, because it helps the readers not only understand the paragraph on the first reading, but also helps you to remember the content later. An efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

c. Finding the Meaning of Vocabulary In Context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying References

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this etc.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

e. Making Inference

Inference is skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions: draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

7. The Levels of Reading Comprehension

Comprehension is ability that can be differentiated into the levels. Brassel and Rasinski (2008, p.16) described three levels of comprehension that are important and needed to be fostered, they are:

a. Literal or Factual Comprehension.

This level refers to the simple understanding of the information that is explicitly stated in the text. For example: in the sentence, the dog chased the three children across the field, the literal comprehension involves knowing that was chasing, that the dog was chasing three children, and that the chase occurred in a field.

Applying the definition of comprehension presented earlier in this chapter, literal comprehension is heavily reliant on the information presented in the text.

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning – drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

c. Critical or Evaluative Comprehension

Critical comprehension requires readers to make judgements about what they are reading based on an evaluation of several text-grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students themselves. The teacher has to know students' ability in comprehending the text by considering this level.

8. Factors Influencing Students' Reading Comprehension

There are some factors that influence students' reading comprehension; according to Shehu (2015), those are internal factors and external factors. It will be explained as follow:

a. Internal Factors

Internal factor is defined as the factor which comes from the reader itself. This factor usually known as personal factor, because the factor has existed inside the reader. This factor deals mostly with self-motivation and interest.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1) Motivation

Motivation is regarded very important when analyzing a text. According to Brown (2002, p.17), the students will be motivated to read when they felt that they need something from the text. There are two kinds of motivation: internal motivation and external motivation. Internal motivation means that the readers are doing something because they want to do it or because they have made their own choice to do it. Meanwhile, the external motivation is when the other influence, such as the teachers or school requirements.

2) Interest

Interest is being one of the important factors that influences in increasing the students' reading comprehension. If the students have interest to read, it means they will get a good comprehension. But, if the students have no any interest to read, it can influence their comprehension.

b. External Factors

The external factor is another factor that has great influence on reading comprehension. It can be seen as follows:

1) Reading Material

The students' comprehension in reading depends on the level of the difficulty of the text. Some texts are considered to be more difficult such as texts which lack organization, have plenty of new words,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

scientific text, etc. thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the students.

2) Teacher of Reading

Another thing considered of a great importance is the teacher of reading. The teacher should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

9. The Nature of Recount Text

a. The Definition of Recount Text

There are several definitions about Recount text from several language experts. According to Pardiyo (2007, p.63)

“Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened where this event took place and when it happened”. Jane Cavanagh (1998, p.11) also states that “Recount are retelling of past events. They are usually written as a series of events in the order in which they happen”.

b. Types of Recount Text

According to Dodi Mulyadi (2011, p.13), Recount text is classified into three, they are :

- 1) Personal Recount

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

These usually retell an event that the writer was personally involved in.

2) Factual Recount

Recording an incident, e.g. a science experiment, police report.

3) Imaginative Recount

Writing in imaginary role and giving details of events, e.g. a day in the life of a pirate.

From three kinds of recount text above, generally they have a same characteristics that are also to retell past events chronologically.

c. Generic Structure of Recount Text

1) Orientation

Tells who was involved, what happened, where the event took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consist of optional-closure of events/ending.

d. Language Features of Recount Text

According to Kalayo (2013, p.8), the language features are usually found in recount text they are :

- 1.) Use of nouns to identify people, animals and things.
- 2.) Linking words to do with time e.g. 'later', 'after', 'before'.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.) Simple past tense

4.) Action verb

e. The Example of Recount Text

Our Trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Events

On Saturday we saw the three sisters and went on the scenic railway. It was scary. Then Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

10. The Nature of Inside Outside Circle

a. The Understanding of Inside Outside Circle

Inside outside circle is a summarization technique that gets students up and moves. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. A half of the students stands up and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

forms a circle with their backs to the inside of the circle. They are partner A. The other half of the students forms a circle facing a partner from the first circle. These students are partnering B. Partner A will speak firstly, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses.

According to Suprijono (2009, p. 25) inside-outside circle technique provides an opportunity for students to share information at the same time. This learning technique allows students to share with different group with short and regular. In addition, there was collaboration between students in an atmosphere of mutual cooperation and enhance communication skill that lead to active condition.

In conclusion, Inside-outside circle learning technique consists of small groups. The division is done before the group learning process based on students' academic abilities. Some of the group forms a circle in groups and others form the outer circle group. Each group's inner circle and outer in circle will obtain student work sheet.

b. Teaching Reading by Using Inside Outside Circle Strategy

Inside outside circle strategy as suggested by Kagan (1999) is one of the strategies that make the students' responses in comprehending the recount text will improve, students are actively engaged in thinking, it will encourage community building among

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students while incorporating movement and when they meet their new partner in the discussion process.

The inside outside circle strategy is a quick way to involve all students in processing or reviewing of new material. Inside outside circle strategy is one of the strategies that make the students' responses in comprehending the recout text will improve.

According to Suprijono (2014,p. 97), the procedures of using inside outside circle strategy are :

1. Teacher communicates learning goals, provides information about what you learn and prepares students and motivates students in learning process.
2. Teacher demonstrates the skills or provides information stage by stage.
3. Teacher provides initial training guidance. Training activities are carried out in group with study group that have been formed. Training activities consist of the following :
 - a) Teacher distributes students' worksheet to each group leader for distribution to members of the group. Then the teacher explains briefly the material to be learned to students as a introduction.
 - b) Teacher divides half of the class, forms a circle facing outwards, and is called the group's inner circle.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c) Then, half of the other classes in a circle outside the inner circle, called the outer ring. They are facing dealing with groups and inner circle.
 - d) Two groups of pairs of the outer circle and inner circle discussions to discuss the students' worksheets.
 - e) The discussion was carried out by all the couples in the same time.
 - f) Later a group that is outside the circle is silent in the place, meanwhile, a group that was in the inner circle moves clockwise.
 - g) In this way, each group gets a new partner to share.
 - h) So forth, the group in the outer circle continues to move until they return to their original position. In this position, ever group discussion back take the final decision of the students worksheet answer.
 - i) Each member of either group of outside groups and from the circle group is submitting his work which in includes the worksheet provide.
 - j) Teachers and students together discuss the worksheets and confirm the concept of right and straighten out misconceptions.
4. Teacher checks students' understanding by holding a quastion and answers with the students and give a quiz relatingto material learned at the end of the meeting.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Teacher provide advanced training to students in the form of homework.

c. Advantages and Disadvantages of Inside Outside Circle

As one of the teaching technique, inside outside circle has some advantages. There are :

- 1) it foster learner responsibility and independence as learners perform a learning task through pair and small-group interaction.
- 2) It can improve motivation and contribute to a feeling of cooperation and warmth in the class.
- 3) It can improve learning outcome because learners can share the ideas and help each other.
- 4) It makes students have quantifiably better reasoning and communication skills than those taught in lecture classes.
- 5) It almost always promotes students' self-esteem because they can work cooperatively, not competitively, to gain success.
- 6) It makes students engaged with each other and they more fully appreciate their own competence to perform the tasks, they can develop their self-esteem.
- 7) It can promote active learning as students get support and diversity of viewpoints and knowledge from their peers.
- 8) It creates interaction among students in the effort to promote each others success, forms realistic impressions of

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

each other's competences which, in turn, promote a basic self-acceptance of oneself as a competent person.

- 9) It can increase students' self-esteem because with cooperative learning students feel that they are doing well academically. In fact, they achieve more than the do in traditional classroom.
- 10) It is effective in increasing motivation for learning and self-esteem, redirecting attributions for success, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning, and problem solving.

Inside outside circle has some disadvantages in teaching and learning process because of some reasons :

- 1) There may be to much noise because students may over-use their mother tongue, and it ma make the teacher lose control.
- 2) The teacher cannot constantly monitor learner language because there are so many pairs of students in classroom.
- 3) Academically weaker students may leave all the work or hitchike to stronger students.
- 4) Stronger students may try to take over the weaker ones.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 5) There is a little difficulty to apply in a small room with conventional students' tables and chairs arranged in rows for a great number of students because they have to rotate repeatedly.

B. Relevant Research

To avoid the same title as others in the research, so the researcher shows the relevant researches done by previous researchers. According to Syafi'i (2013, p.102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. It has purpose to avoid the plagiarism toward the designs and finding of the previous researchers.

The first relevant research is from Gatot Mintarsono entitled "The Effectiveness of Inside Outside Circle to Teach Reading Viewed from Students' Self-Esteem (An Exerimental Study at the Twelfth Grade Students of SMA Negeri 2 Tuban in the Academic Year of 2011/2012). The research was conducted at SMA Negeri 2 Tuban in the academic year of 2011/2012. The population was the twelfth grade students of SMA Negeri 2 Tuban in the academic year of 2011/2012 which consists of seven classes. The research method used was an experimental study. The sample was taken by using cluster random sampling. There were two classes used as samples, namely *XII IPA-B* as the experimental class taught by using inside-outside circle and *XII IPA-A* as the control class taught by using lecture method. The data of the research were collected using two valid and reliable instruments,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

namely aquestionnaire and a reading test. The questionnaire is used to classify students intotwo groups: the students who have high self-esteem and those who have low self-esteem.The reading test is used to know the students' reading skill. After thenormality and homogeneity tests were conducted, the hypothesis test was done.The data of reading test were analyzed by using multifactor analysis of variance 2x 2 and Tukey test. Based on the research findings, it can be concluded that inside-outsidecircle is an effective method to teach reading to the twelfth grade students of SMANegeri 2 Tuban in the academic year of 2011/2012. Therefore, the use of insideoutsidecircle is recommended in teaching reading. In order to achieve a goodresult, the basic elements and the procedure of inside-outside circle must beapplied properly in the teaching-learning process.

The second relevant research by Abdul Hadi entitled “The Effect of Using Inside Outside Circle Technique toward the Students’ Reading Comrehension at the fisrt Year of MA Darul Hikmah Pekanbaru This research was experimental research. The population was the first gradestudents of MA Darul Hikmah Pekanbaru. The total number of first year students was153. The samples that had been tested were 72 students or 47,06% from totalpopulation of the sampling that was used in this research.This research found, there is significant effect of using inside-outside circletechnique toward the students’ comprehension at first year of MA Darul HikmahPekanbaru. The researcher found regression and residual can be seen $t_{hitung}=8.27 > t_{table} 0,05 = 2,00$.It can be concluded that there is significant effect

of using inside-outside circle technique toward the students' reading comprehension at first year of MADarul Hikmah Pekanbaru.

Based on the previous research above, there are some similarities with this research. The similarities are about the variable and the research methodology. Meanwhile, the differences are about the operational concept and school location.

C. Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consists of some indicators that guide the researcher to measure some related aspects of variables. As mentioned by Syafi'i (2014, p.103), an operational concept is delivered from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing- a research paper. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variables used in analyzing data. In this research, the researcher uses two variables. First, "Inside Outside Circle Technique" as an independent variable (X) second, "Students' Reading Comprehension in Recount Text" as dependent variable (Y).

1. Variable X is independent variable. According to Suprijono (2014, p. 97), the procedures of using inside outside circle strategy are :

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Teacher communicates learning goals, provides information about what you learn and prepares students and motivates students in learning process.
2. Teacher demonstrates the skills or provides information stage by stage.
3. Teacher provides initial training guidance. Training activities are carried out in group with study group that have been formed. Training activities consist of the following :
 - a. Teacher distributes students' worksheet to each group leader for distribution to members of the group. Then the teacher explains briefly the material to be learned to students as a introduction.
 - b. Teacher divides half of the class, forms a circle facing outwards, and is called the group's inner circle.
 - c. Then, half of the other classes in a circle outside the inner circle, called the outer ring. They are facing dealing with groups and inner circle.
 - d. Two groups of pairs of the outer circle and inner circle discussions to discuss the students' worksheets.
 - e. The discussion was carried out by all the couples in the same time.
 - f. Later a group that is outside the circle is silent in the place, meanwhile, a group that was in the inner circle moves clockwise.
 - g. In this way, each group gets a new partner to share.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- h. So forth, the group in the outer circle continues to move until they return to their original position. In this position, ever group discussion back take the final decision of the students worksheet answer.
- i. Each member of either group of outside groups and from the circle group is submitting his work which in includes the worksheet provide.
- j. Teachers and students together discuss the worksheets and confirm the concept of right and straighten out misconceptions.
4. Teacher checks students' understanding by holding a quasion and answers with the students and give a quiz relatingto material learned at the end of the meeting.
5. Teacher provide advanced training to students in the form of homework.
2. Variable y is the dependent variable. The indicators of reading comprehension, are as follows:
 - a. Students are able to identify the main idea of recout text.
 - b. Students are able to make inference of recount text.
 - c. Students are able to find out meaning of certain words of recounttext.
 - d. The students are able to identify the generic structure of recount text.
 - e. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are treated with Inside Outside Circle strategy will achieve better in reading comprehension than the students who are not taught by using Inside Outside Circle strategy.

2. Hypothesis

H_a : there is any significant effect by using and without using inside outside circle strategy on students' reading comprehension in recount text of the eleventh grade students at SMAN 1 Rupert Bengkalis Regency.

H_0 : there is no significant effect by using and without using inside outside circle strategy on students' reading comprehension in recount text of the eleventh grade students at SMAN 1 Rupert Bengkalis regency.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research was an experimental research. According to Creswell (2012, p.295) experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. In addition, Gay & Airasian (2012, p.249) states that in experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables.

Experimental research is divided into three group designs; they are pre experimental, true experimental, and quasi experimental design. In this research, the researcher uses quasi-experimental research, which used pretest-posttest design. According to Creswell (2012, p.309), quasi experiment includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.

This research consists of two variables. They are variable X (independent variable) refers to the use of Inside Outside Circle strategy and Y (dependent variable) refers to students' reading comprehension in recount text. According to Muijs (2004, p.18), Quasi-experimental designs in educational research can be represented as:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.1
Research Design

Group	Pretest	Treatment	Posttest
E	O ₁	X	O ₂
C	O ₃	-	O ₄

Where:

- E : Experimental Group
 C : Control Group
 O₁ : Pre-test to Experimental Group
 O₂ : Post-test to Experimental Group
 X : Receive the treatment using Inside Outside Circle strategy
 O₃ : Pre-test to Control Group
 O₄ : Post-test to Control Group

B. Location and Time of the Research

This research was conducted at SMAN 1 Rupert. It is located on Masjid Street, Kampung Jawa Rupert Subdistrict, Bengkalis Regency, Riau. It was conducted from September until December 2019/2020.

C. Subject and Object of the Research

The subject of this research was the eleventh grade students at SMAN 1 Rupert Bengkalis Regency in the academic year 2019/2020 and the object of this research was the use of Inside Outside Circle Strategy and Recount Text to Improve the Students' Reading Comprehension.

D. The Population and Sample of the Research

1. Population

According to Ary (2010, p.149) population is defined as all members of any well-defined class of people, events, or objects.

The population of this research was the eleventh grade students of SMAN 1 Rupert Bengkalis Regency in 2019/2020 academic year. They

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

consist of 4 classes. The total number of the eleventh grade students at SMAN 1 Rupert is 103 students. The total population of the eleventh grade students in each class is show in table below:

Table III.2
The Total Population of the Eleventh Grade at
SMAN 1 Rupert

No	Classes	Total
1	XI.IA.1	27 Students
2	XI.IA.2	27 Students
3	XI.IS.1	25 Students
4	XI.IS.2	24 Students
	Total	103 Students

(Source: SMA 1 Rupert Bengkalis Regency 2019/2020)

2. Sample

In order to get the sample which represents the population, a sampling technique was needed in this research. Sampling technique is a technique which used to take the sample out of population to ensure that sample is unbiased. Sample is the amount of participants that is selected by the researcher to collect the data of research. According to Fraenkel & Wallen (2006, p.106) sampling refers to the process of selecting the individuals who will participate in a research study.

Based on the table III.2, the population was too large to be taken as sample of research. In selecting the participants, the researcher used cluster random sampling technique. Fraenkel and Wallen (2009, p.67), cluster random sampling can be seen as the selection of classes, or clusters, of subjects rather than individuals so that cluster random sampling randomly selects class, not individuals. The steps in determining the experimental and control class as follows:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. First, the researcher made a kind of lottery.
- b. Second, the researcher provided 4 pieces of small paper which each piece was the name of class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and took one piece of the paper. For the first paper as the experimental class.
- d. Next, the researcher shook the glass again and take one piece of rolled paper. For the second paper as the control class.

The result are class XI.IA.2 as experimental class and XI.IA.1 as the control class. The total sample of this research is 54 students. The following table presents the number of sample:

Table III.3
The Number of Sample of the Eleventh Grade Students at SMAN 1 RUPAT

No	Class	Type	Total
1	XI.IA.2	Experimental Class	27
2	XI.IA. 1	Control Class	27
	Total		54

E. Technique of Collecting Data

Collecting data is the most important one in research in order to support the research. Arikunto (2013, p.51), says that instrument of the research is a tool or facility which is used by the researcher to collect data in order to make the research easier and get a better result, accurate, complete and systematic and easy to analyze. A good instrument helps the researcher to get an accurate data and take the conclusion based on the reality. There are

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

many kinds of technique for collecting data such as questionnaire, interview, observation, test and documentation.

In this research, the researcher used test. According to Brown (2003, p.384) a test is a method of measuring a person's ability, knowledge, or performance in a given domain. This technique used to find out the students' reading comprehension of recount text. The type of the test was multiple choice, the number of each pre-test and post-test consist of 25 items. The researcher applied several techniques of data collection, they are as follows:

1. Pre-test

The pre-test is carry out to determine the ability of students' reading comprehension. Item used for pre-test consisted of 30 items which appropriate with curriculum. The result of reading test try-out was presented by administer in order to determine the quality of the test as an instrument of the research. Multiple choice was given in which students are required to choose one correct answer from the option a, b, c, d, or, e.

2. Treatment

The treatment will be conducted for experimental group only. The treatment is use inside outside circle strategy in teaching reading comprehension. The length of the time to apply the strategy was about eight meetings.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Post-test

Post-test will be given after teaching several times. Post-test is use to collect the final data about students' reading comprehension after giving treatment to the experimental class.

The blueprint of reading comprehension test is as follow:

Table III.4
The Blueprint of Reading Comprehension Test

Indicator of Items	Number Test Items		
	Try Out	Pre-Test	Post-Test
Students are able to identify the main idea of recount text.	1,6,11,16,21,26	1,6,11,16,21	1,6,11,16,21
Students are able to make inference of recount text.	2,7,12,17,22,27	2,7,12,17,22	2,7,12,17,22
Students are able to find out meaning of certain words of recount text.	3,8,13,18,23,28	3,8,13,18,23	3,8,13,18,23
Students are able to identify generic structure of recount text	4,9,14,19,24,29	4,9,14,19,24	4,9,14,19,24
Students are able to locate or identify general or specific information such as name of characters, the time of the story or the place of the story of recount text.	5,10,15,20,25,30	5,10,15,20,25	5,10,15,20,25

After administering the test, the researcher took the total score from the result of the reading comprehension test. The students' score can be seen in the table below:

Table III.5
The Classification of Students' Score

No	The Score of Reading Comprehension Level	Categories
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Enough
4.	40-55	Less
5.	30-39	Fail

Arikunto (2013, p.281)

F. The Validity and Reliability of Instrument

1. Validity of Test

According to Hughes (1989, p.22), a test is said to be valid if it measures accurately what it is intended to measure. In addition, Gay (2012, p.160) states that validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Furthermore, Gay (2012, p.160) said that there are four kinds of validity. They are content validity, criterion-related validity, construct validity, and consequential validity. All of them have different usage function. Among all kinds of the validity, the content validity is the most appropriate to measure the instrument of the research.

In term of content validity, Brown (2003, p.388) stated that it refers to the content of the test provide samples about the subject matter are being measured. It means that we have to design the tests based on the material that they had learned, thus, the researcher concluded that this research belonged to the content validity in consideration of the tests reflected to what the students had learned the content of the curriculum.

Before the tes was given to the sample of this research, the test was already try out to the students. The purpose of try out was to obtain validity and reliability of the test. To find out the validity of instrument, researcher calculated it by using SPSS 23 version. The standard value of validity is $r_{item} > r_{table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III.6
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1	0.436	0.374	Valid
2	0.631	0.374	Valid
3	0.625	0.374	Valid
4	0.374	0.374	Valid
5	0.486	0.374	Valid
6	0.577	0.374	Valid
7	0.538	0.374	Valid
8	0.411	0.374	Valid
9	0.572	0.374	Valid
10	0.429	0.374	Valid
11	0.450	0.374	Valid
12	0.513	0.374	Valid
13	0.493	0.374	Valid
14	0.538	0.374	Valid
15	0.410	0.374	Valid
16	0.716	0.374	Valid
17	0.470	0.374	Valid
18	0.429	0.374	Valid
19	0.573	0.374	Valid
20	0.487	0.374	Valid
21	0.595	0.374	Valid
22	0.637	0.374	Valid
23	0.401	0.374	Valid
24	0.605	0.374	Valid
25	0.456	0.374	Valid
26	0.205	0.374	Invalid
27	-0.166	0.374	Invalid
28	-0.188	0.374	Invalid
29	0.104	0.374	Invalid
30	0.112	0.374	Invalid

Based on the table above, it was clear that there were 5 invalid items of 30 items. Thus, the researcher only took 25 valid items to be tested as instrument.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Reliability of Test

A test must be reliable as measuring instrument. Reliability is the degree to which the test consistently measures whatever it is measuring. The mean and standard deviation of the test must be known for obtaining the reliability of the test. According to Gay (2000) reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test is able to measure the same object on different occasion indicating the similar result.

According to Cohen et.al, (2007 p.506), the guidelines of reliability is as follows:

Table III.7
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 23 version to calculate the reliability of the test. The result of test reliability is as follows:

Table III.8
Reliability Statistic

Cronbach's Alpha	N of Items
.886	25

The reliability of test was 0.886. It is categorized into highly reliable level.

G. The Technique of Analyzing the Data

To analyze the data of this research, the researcher used paired sample t-test formula. Pallant (2011, p.239) said that t-test is used to determine whether two means are significantly different at a selected probability level.

The researcher also used SPSS 23 program to analyze the data. Based on the formulation of the problem, the researcher analyzed the data through the following procedures for each problem by using SPSS.

After found the difference, the researcher found out the effect size of the phenomenon. Pallant (2010) explain that effect size statistic provide an indication of magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic used in this research is eta squared. The formula of eta squared according to Pallant (2011, p.243) is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

- η^2 : Eta Square
- t : t obtained
- n_1 : the number of experimental class
- n_2 : the number of control class

The formula is use to know the significant different of students' reading comprehension before and after being taught by using Inside Outside Circle Strategy at SMAN 1 Rupert Bengkalis Regency.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In order to interpret the eta squared values, the guideline quoted from Cohen in Pallant (2011, p.243) can be seen as follows:

Table III.9
Interpretation of Eta Squared for Effect Size

No	Value	Effect
1	0.01	Small Effect
2	0.06	Moderate Effect
3	0.14	Large Effect

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the effect of using Inside Outside Circle Strategy on students' reading comprehension at Senior High School 1 Rupert. So, the researcher can conclude this research as follows:

1. The students' reading comprehension taught by using Inside Outside Circle Strategy at Senior High School 1 Rupert was categorized into "Good" level at score 70.074.
2. The students' reading comprehension taught without using Inside Outside Circle Strategy at Senior High School 1 Rupert was categorized into "Enough" level at score 62.518.
3. There is a significant effect of using Inside Outside Circle Strategy on students' reading comprehension of recount text at Senior High School 1 Rupert at moderate level.

Based on the result of the research, it was clear that the use of Inside Outside Circle Strategy has good effect in improving students' reading comprehension.

B. Suggestion

Considering the effect of using Inside Outside Circle Strategy on students' reading comprehension, the researcher would like to give some suggestion especially to the teacher and students as follows:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Suggestion for Teachers

- a. It is recommended to English teacher to use Inside Outside Circle Strategy in teaching and learning process, especially in teaching reading.
- b. The teacher should have ability to guide and construct creative learning for students.
- c. The teacher should support her/his strategies by using interesting media.
- d. The teacher can encourage students' awareness about the importance of reading for their life.

2. Suggestion for Students

- a. The students should make reading as habitual activity at school.
- b. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get".
- c. The students should be creative to select the kinds of reading materials in order to comprehend more texts and in order to diminish boredom in learning English.



REFERENCES

- Agus, s. (2014). *Cooperative learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Arifkunto, S. (2008). *Dasar-dasar evaluasi Pendidikan*. Jakarta : Bumi Aksara.
- Ary, D. (2010). *Introduction to Research Education Eight Edition*. USA: Matrix Productions.
- Basaraba, D., Yonanof, P., & Alonzo, & J. (2012). *Examining Structure of Reading Comprehension; do Literal, Inferential, and Evaluative Comprehension Truly exist?* Read Writ.
- Brassel, D., & Rasinski, T. (2008). *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*. SHELL Education.
- Brown, H. D. (2003). *Teaching by Principles ; An Interactive Approach to Language Pedagogy, Second Edition*. California: Longman.
- Creswell, J. W. (2008). *Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* . New Jersey: Pearson Education International.
- Creswell, J. W. (2012). *Educational Research ; planing, conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Cohen. 2007. *Research Method in Education*. UK. Routldge
- Fiprinita, R. (2013). *Reading I*. Pekanbaru: CADAS PERSS.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to Design and evaluate Research in Education : sixth Edition*. New York: McGraw - Hill.
- Gay, L. R. (2000). *Eduacational Research Competencies for Analysis and Aplications ; Sixth Editions*. New Jersey: Prentice-Hall, Inc.
- Gay, L. R. (2012). *Educational Research; Competencies for Analysis and Aplications* . USA: Pearson Education.
- Grabe, W., & Stoller, F. L. (2002). *Teaching And Researching Reading*. New York: Routledge.
- Hadi, A. *The Effect of Using Inside Outside Circle Technique Toward the Students' Reading Comprehension at the First Year of MA Darul Hikmah Pekanbaru*. Pekanbaru. Thesis.
- Harmer, J. (2007). *How To Teach English*. ENGLAND: Pearson Educational Limited.



Harrison, C., & Salinger, T. (1998). *Assesing Reading 1*. New York: Routledge.

Hasibuan, K., & Ansyari, F. (2007). *Teaching English as a Forein Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.

Hughes, A. (1989). *Testing for Language Teachers*. New York: Cambridge University Press.

Jacks, R. (2006). *Lotus Illustrated Dictionary of Education*. New Delhi: Lotus Press.

Kagan, D. S. (2009). *Kagan Cooperative learning*. San Clemente: Kagan Publishing.

Klinger, J. (2007). *Teaching Reading Compehension to Students with Learning Difficulties*. London: The Guilford Press.

Mintarsono, G. (2012). *The Effectiveness Of Inside Outside Circle to Teach Reading Viewed from Students' Self-Esteem (An Experimental Study at the Twelfth Grade Students of SMA Negeri 2 Tuban in the Academic Year of 2011/2012)*. Tuban: Thesis.

Muijs, D. (2004). *Doing Quantitative Research in Education*. London: SAGE Publications.

Mulyadi, D. (2011). *Implementasi Pembelajaran Teks Recount*. Semarang: Universitas Muhammadiyah Semarang.

Nunan, D. (2003). *Practical English Language Teachng*. New york: McGraw Hill Companies.

Nurdiana. (2016). Using Numbered Head Together Technique on Students' Reading Comprehension. *Indonesian Journal of Integrated English Language Teaching*, 37.

Pallant, J. (2010) SPSS survival manual: A step by step guide to data analysis using SPSS. 4th Edition, Open University Press/McGrawHill, Maidenhead.

Pardiyono. (2007). *Pasti Bisa!! Teaching Gendre-Based Writing*. Yogyakarta: C.V Andi Offset.

Richards and Richards Schimdt. 2010. Longman Dictionary of Language Teaching and Applied Linguistic. Longman

Shehu, I. (2015). Factors that influence students' Reading Comprehension achievement in the foreign language. *Anglisticum Journal (IJLLIS) e- ISSN: 1857-8187*, 5.

Smith, F. (2004). *Understanding Reading*. New Jersey: Lawrence Erlbaum Associates.



Snow, C. (2002). *Reading for Understanding* . Santa Monica : RAND.

Spratt, M., Dulvernes, A., & Williams, &. M. (2005). *The Teaching Knowledge Test*. Cambridge: Cambridge University Press.

Stone, R. (2009). *Best Practices for Teaching Reading: What Award-Winning Classrom*. California: Corwin Express.

Syaffi, M. (2007). *From Paragraphs to a Research Report: A Writing of English For Academic Purposes*. Pekanbaru: Suska Press.

Tanskerle, K. (2003). *The Threads of Reading strategies for Literacy Development*. Alexandria: association for Supervision And Curriculum development.

Westwood, P. (2008). *What Teachers Need To Know About Reading and Writing Difficulties*. Victoria: ACER Press.





Bahasa Inggris Umum

Satuan Pendidikan : SMAN 1 RUPAT

Kelas : XI (Sebelas)

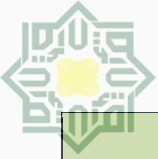
Kompetensi Inti :

• **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

• **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

• **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

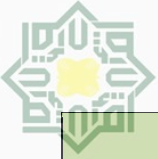
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How? Dst.</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
Hak Cipta Dilindungi Undang-Undang

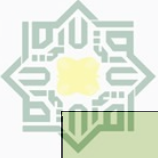
© Hak cipta milik UIN Suska Riau
State Islamic U

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	
4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
3.3. Menerapkan fungsi sosial, struktur	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan atau di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)</p> <ul style="list-style-type: none"> Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan Bermain game terkait dengan niat mengatasi masalah Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar.
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana</p>	<ul style="list-style-type: none"> Fungsi Sosial <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) Sifat (ukuran, warna, jumlah, bentuk, dsb.) Fungsi, manfaat, tindakan, kebiasaan Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan istilah terkait dengan 	<ul style="list-style-type: none"> Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
Hak Cipta Dilindungi Undang-Undang

Kompetensi Dasar

Materi Pembelajaran

Kegiatan Pembelajaran

terkait tempat wisata dan bangunan bersejarah terkenal
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

tempat wisata dan bangunan bersejarah terkenal
- Adverbial terkait sifat seperti *quite, very, extremely, dst.*
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb.*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
• Topik
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

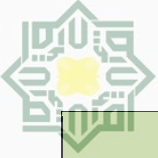
teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.
- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- Melakukan refleksi tentang proses dan hasil belajar.

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya

• Fungsi Sosial
Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah
• Struktur Teks
- Istilah khusus terkait dengan jenis pemberituannya
- Informasi khas yang relevan
- Gambar, hiasan, komposisi warna
• Unsur Kebahasaan
- Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan)
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my,*

- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar.
- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
- Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman
- Melakukan refleksi tentang proses dan hasil belajar.

4.5 Teks pemberitahuan (announcement)
4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)
4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

3.6 Menerapkan fungsi sosial, struktur

teks, dan unsur kebahasaan teks

interaksi transaksional lisan dan tulis

yang melibatkan tindakan memberi

dan meminta informasi terkait

keadaan/tindakan/ kegiatan/ kejadian

yang dilakukan/terjadi di waktu

lampau yang merujuk waktu

terjadinya dan kesudahannya, sesuai

dengan konteks penggunaannya.

(Perhatikan unsur kebahasaan simple

past tense vs present perfect tense)

4.6 Menyusun teks interaksi

transaksional, lisan dan tulis, pendek

dan sederhana, yang melibatkan

tindakan memberi dan meminta

informasi terkait keadaan/tindakan/

kegiatan/ kejadian yang

dilakukan/terjadi di waktu lampau

yang merujuk waktu terjadinya dan

kesudahannya, dengan

memperhatikan fungsi sosial, struktur

teks, dan unsur kebahasaan yang

Kompetensi Dasar

Materi Pembelajaran

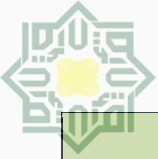
Kegiatan Pembelajaran

secara benar dan sesuai konteks

- their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI
- Multimedia
Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.

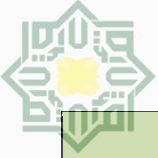
- Fungsi Sosial
Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Kalimat deklaratif dan interrogative dalam *simple past tense*, *present perfect tense*.
 - Adverbial dengan *since*, *ago*, *now*; klausa dan adverbial penunjuk waktu
 - Nomina singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang

- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat
- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut
- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung
- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut
- Melakukan refleksi tentang proses dan hasil belajar



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan,
b. Pengutipan untuk tujuan pengajaran, iklan, dan publikasi.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>termuat di KI</p> <ul style="list-style-type: none"> Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan orientasi ulang Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. Adverbia dan frasa preposisional penunjuk waktu Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar.
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil 	<ul style="list-style-type: none"> Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>teladan</p> <ul style="list-style-type: none"> Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> Orientasi Komplikasi Resolusi Orientasi ulang Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan Kosa kata: terkait karakter, watak, dan setting dalam legenda Adverbia penghubung dan penunjuk waktu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan Menanyakan hal-hal yang tidak diketahui atau berbeda Mengambil teladan dari pesan-pesan dalam lagu Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>© Hak cipta milik UIN Suska Riau</p> <p>Hak Cipta Dilindungi Undang-Undang</p> <ol style="list-style-type: none"> 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: <ol style="list-style-type: none"> a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun 	<ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	



LESSON PLAN OF CONTROL CLASS

School : SMAN 1 RUPAT
 Subject : English
 Genre : Recount Text
 Class/Grade : XI
 Semester : 1
 Meeting : 1st
 Skill : Reading
 Topic : our trip to the blue mountain
 Time allocation : 1X80 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.
7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

2. Diarag mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



C. INDICATOR

1. Students are able to identify the main idea of recount text.
2. Students are able to make inference of recount text.
3. Students are able to find out meaning of certain words of recount text.
4. The students are able to identify the generic structure of recount text.
5. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. LEARNING PURPOSES

After studying this chapter, students are expected to:

1. Identify the main idea of recount text.
2. Make inference of recount text.
3. Find out meaning of certain words of recount text.
4. Identify the generic structure of recount text.
5. Locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

E. LEARNING MATERIALS

1. Material of Recount Text

Purpose : to describe an event intended to amuse or entertain people.

Generic Structure :

- Orientation : Tells who was involved, what happened, where the event took place, and when it happened.
- Events : tell what the happened and what sequence.
- Reorientation : consist of optional-closure of events/ending.

2. Example of Recount Text

Our Trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary. Then Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home. That was very pleasant moment with my family that I ever got.



F. TEACHING METHOD

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board and board marker
3. Sources of Material : 2013 Curriculum, Syllabus, <http://mahir-msoffice.blogspot.com/2016/03/contoh-soal-narrative-text-pilihan.html>

H. LEARNING ACTIVITIES

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME ALLOCATION
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create English environment. 2. Teacher and students pray together 3. Teacher checks the student's attendance 4. Motivating the students and describing the material which are going to be discussed generally. 	10 minutes
Whilst Activity	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. Teacher explain about definition, generic structure, and language features of recount text. b. Teacher give an example of short recount text c. Ask students to identifying the generic structure, and language features. 	10 minutes
	<ol style="list-style-type: none"> 2. Questioning <ol style="list-style-type: none"> a. Teacher gives chance to students to ask questions about the whole text. 	10 minutes
	<ol style="list-style-type: none"> 3. Exploring <ol style="list-style-type: none"> a. Students work in group to answer the questions related to the text. All members are taking a note about the discussion result. 	10 minutes
	<ol style="list-style-type: none"> 4. Associating <ol style="list-style-type: none"> a. Teacher ask students to work in 	10 minutes

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

Whilst Activity



<p>Post Activity</p>	group and discuss for more understanding about recount text.	
	5. Communicating a. Invite one of student as a volunteer to exposure his/her self-identity in front of the class.	10 minutes
	1. Teacher and student conclude the learning. 2. Teacher gives an assessment on their understanding (knowledge). 3. Student reflect on the activities that have been carried out. 4. The lesson is finished and closed by praying together and teacher say goodbye to all students.	20 minutes

I. ASSESSMENT

- Technique : Written Test
- Form : Multiple Choice
- Instrument :

A Trip to Borobudur Temple

Last year, my classmates and I visited Borobudur Temple. We went there by bus. We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then, we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, and Central Java by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- The main idea of the second paragraph is about....
 - The writer felt tired after visiting prambanan temple but he's very happy that able to make it.
 - The writer felt tired after visiting Roro Jonggrang Temple but he's very happy that able to make it
 - The writer felt tired after visiting Borobudur temple but he's very happy that able to make it.
 - The writer felt tired after visiting Muara Takus Temple but he's very happy that able to make it.
- According to the story above, how many statues and reliefs Borobudur Temple has?
 - 500 statues and 1000 reliefs
 - 1200 statues and 600 reliefs
 - 1100 statues and 500 reliefs
 - 504 statues and 1400 reliefs.
- "it took us 24 hours to **arrive** there" the bold text can be replace with...
 - go
 - come
 - land
 - paddle
- The events from the story above is in...
 - First paragraph
 - Second paragraph
 - Third paragraph
 - Fourth paragraph
- After having some visit. Where does the writer go to take rest?
 - hotel
 - guest house
 - motel
 - apartment

d. Key Answer:

- C
- D
- A
- C
- A

e. Scoring : Student score = 5x2



Rupat, October 14th, 2019

English Teacher

Researcher

Eva Maisura, S.Pd.I
NIP. 198311202009032007

Kardila Hasanah
SIN.11414202822

Known by,
Headmaster of SMA 1 RUPAT

Mimi Amriza, S.Pd
NIP. 197107071998032007

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Dilarang Cipta Dilindungi Undang-Undang

Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



LESSON PLAN (RPP)

EXPERIMENTAL CLASS

School : SMAN 1 RUPAT
 Subject : English
 Genre : Recount Text
 Class/Grade : XI
 Semester : 1
 Meeting : 2nd
 Skill : Reading
 Topic : My First Trip to Pari Island
 Time Allocation : 1X80 Minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.

Hak Cipta ini milik UIN Suska Riau
 1. Dilarang menyalin atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

C. INDICATOR

1. Students are able to identify the main idea of recount text.
2. Students are able to make inference of recount text.
3. Students are able to find out meaning of certain words of recount text.
4. The students are able to identify the generic structure of recount text.
5. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. LEARNING PURPOSES

After studying this chapter, students are expected to:

1. Identify the main idea of recount text.
2. Make inference of recount text.
3. Find out meaning of certain words of recount text.
4. Identify the generic structure of recount text.
5. Locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

E. LEARNING MATERIALS

1. Material of Recount Text

Purpose : to describe an event intended to amuse or entertain people.

Generic Structure :

- Orientation : tells who was involved, what happened, where the event took place, and when it happened.
- Events : tell what happened and it what sequence.
- Reorientation : consist of optional-closure of events/ending.

2. Example of Recount Text

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for



approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance..

F. TEACHING METHOD

1. Inside Outside Circle

G. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board and board marker
3. Sources of Material : 2013 Curriculum, Syllabus,
<https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>

H. LEARNING ACTIVITIES

1. Pre-Activity:
 - a. Teacher greets the students using English in order to create English environment.
 - b. Teacher and students pray together
 - c. Teacher checks the student's attendance
 - d. Motivating the students and describing the material which are going to be discussed generally.
2. Whilst Activity:
 - a. The teacher divides the students into the groups.
 - b. The teacher give the learners an outline what they will be learning.
 - c. Present new academic information to students either verbally.
 - d. The teacher ask students to read the text.
 - e. Give the students worksheet or other study devices to help them master the academic materials and show them how they can help one other learn through tutoring, quizzing one another, or team discussing.
 - f. Give the students sufficient time to work together and discuss the answer from the worksheet.
 - g. While the students are learning in their groups, review your records of their learning progress over the past few lesson so that you can classify each student as a low, medium, or high achiever.

Hak Cipta dilindungi Undang-Undang
1. Dilarang mengutip atau memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumber atau menyebutkan sumbernya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- h. The teacher gives tournament to students three times.
 - i. The teacher gives question related with students' category.
 - j. At the end of the tournament, the winner earn one point for his or her team regardless of how many question they answered correctly or how difficult the questions are.
 - k. Appreciation certificate for super team (the highest score), the best team (the middle score), and good team (the low score).
3. Post Activity:
- a. Teacher and student conclude the learning.
 - b. Student reflect on the activities that have been carried out.
 - c. The lesson is finished and closed by praying together and teacher say goodbye to all students.

I. ASSESSMENT

- a. Technique : Written Test
- b. Form : Multiple Choice
- c. Instrument :

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angkep port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.



In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

Hak Cipta Dilindungi Undang-Undang

1. The main idea of second paragraph is about?
 - a. We went snorkeling, and the fisherman who become our guide brought us to the beach.
 - b. My first time to travel there. Our boat departed from muara angke port to the island at 8.00 AM.
 - c. We woke up early to watch sunrise that is not far from the guest house.
 - d. Went to the festival after we had breakfast.
2. The writer woke up so early to watch sunrise but he did not need to go far to watch the sunrise because...
 - a. The guest house is among to the beach.
 - b. The guest house is very far to the beach.
 - c. The guest house is in front of to the beach.
 - d. The guest house is near to the beach.
3. "our boat departed from muara angke **port** to the island". The words **port** means?
 - a. Harbor
 - b. Train station
 - c. Airport
 - d. Bus terminal
4. The reorientation from the story is...
 - a. The writer needed to return to guest house.
 - b. The writer was so enjoyable and would like to visit pari island again.
 - c. The writer went snorkeling and see group of tiny fishes.
 - d. The writer spen enough time watching the sunrise.
5. Where the story of the text took place?
 - a. Pari island
 - b. Candi borobudur
 - c. Bali beach
 - d. Library
- d. Key Answer
 1. A
 2. D
 3. A
 4. B
 5. A
- e. Scoring : Student score = 5x2

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Rupat, October 14th, 2019

English Teacher

Researcher

Eva Maisura, S.Pd.I

NIP.198311202009032007

Kardila Hasanah

SIN.11414202822

Known by,
Headmaster of SMA 1 RUPAT

Mimi Amriza, S.Pd

NIP. 197107071998032007

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU



LESSON PLAN

School : SMAN 1 RUPAT
 Subject : English
 Genre : Recount Text
 Class/Grade : XI
 Semester : 1
 Meeting : 1st
 Skill : Reading
 Topic : Tanjung Setia Beach
 Time allocation : 1X80 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.
7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



C. INDICATOR

1. Students are able to identify the main idea of recount text.
2. Students are able to make inference of recount text.
3. Students are able to find out meaning of certain words of recount text.
4. The students are able to identify the generic structure of recount text.
5. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. LEARNING PURPOSES

After studying this chapter, students are expected to:

1. Identify the main idea of recount text.
2. Make inference of recount text.
3. Find out meaning of certain words of recount text.
4. Identify the generic structure of recount text.
5. Locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

E. LEARNING MATERIALS

1. Material of Recount Text

Purpose : to describe an event intended to amuse or entertain people.

Generic Structure :

- Orientation : Tells who was involved, what happened, where the event took place, and when it happened.
- Events : tell what the happened and what sequence.
- Reorientation : consist of optional-closure of events/ending.

2. Example of Recount Text

Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there.

We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time. The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach lampung province has.



F. TEACHING METHOD

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board and board marker
3. Sources of Material : 2013 Curriculum, Syllabus, <http://mahir-msoffice.blogspot.com/2016/03/contoh-soal-narrative-text-pilihan.html>

H. LEARNING ACTIVITIES

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME ALLOCATION
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create English environment. 2. Teacher and students pray together 3. Teacher checks the student's attendance 4. Motivating the students and describing the material which are going to be discussed generally. 	10 minutes
Whilst Activity	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. Teacher explain about definition, generic structure, and language features of recount text. b. Teacher give an example of short recount text c. Ask students to identifying the generic structure, and language features. 	10 minutes
	<ol style="list-style-type: none"> 2. Questioning <ol style="list-style-type: none"> a. Teacher gives chance to students to ask questions about the whole text. 	10 minutes
	<ol style="list-style-type: none"> 3. Exploring <ol style="list-style-type: none"> a. Students work in group to answer the questions related to the text. All members are taking a note about the discussion result. 	10 minutes
	<ol style="list-style-type: none"> 4. Associating <ol style="list-style-type: none"> a. Teacher ask students to work in group and discuss for more 	10 minutes



Post Activity	understanding about recount text.	
	5. Communicating a. Invite one of student as a volunteer to exposure his/her self-identity in front of the class.	10 minutes
	1. Teacher and student conclude the learning. 2. Teacher gives an assessment on their understanding (knowledge). 3. Student reflect on the activities that have been carried out. 4. The lesson is finished and closed by praying together and teacher say goodbye to all students.	20 minutes

I. ASSESSMENT

- Technique : Written Test
- Form : Multiple Choice
- Instrument

I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, AlwiShihab.

It was challenging to visit different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and race against time, always fearing that the internet connection would come crashing down.

And after everything was done, only then I remembered to eat. Most times, I only ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

- The main idea of the first paragraph is about....
 - I usually woke up at 8 am and went to the press center to chek the daily schedule of briefings and press conferences.
 - It was heart breaking when I saw theses survivors fight for food and second hand clothing, which they said were limited and inadequate.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. It was challenging to visit different refugee camps to find soft stories, human interest stories.
- d. Most times, I only ate once a day because you always had to rush and it was difficult to find food.

2. According to the passage, how long does the writer had to travel to find fresh food?
 - a. 15-25 minutes.
 - b. 30 45 minutes.
 - c. 45-55 minutes.
 - d. 25-35 minutes.
3. “usually held the united nations officials or disaster **mitigation** team chief, Alwyshihab” the synonym of underlined word is...
 - a. Decreases.
 - b. Lightener.
 - c. Reliever.
 - d. developer.
4. The reorientation is in...
 - a. First paragraph
 - b. Second paragraph
 - c. Fourth paragraph
 - d. Third paragraph
5. Where does the briefings and press conferences take place?
 - a. Stadium.
 - b. Press center.
 - c. Chief room.
 - d. Canteen.

d. Key Answer:

1. A
2. B
3. C
4. C
5. B

e. Scoring : Student score = 5x2



Rupat, October 14th, 2019

English Teacher

Researcher

Eva Maisura, S.Pd.I
NIP. 198311202009032007

Kardila Hasanah
SIN.11414202822

Known by,
Headmaster of SMA 1 RUPAT

Mimi Amriza, S.Pd
NIP. 197107071998032007

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Dilarang Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



LESSON PLAN

School : SMAN 1 RUPAT
 Subject : English
 Genre : Recount Text
 Class/Grade : XI
 Semester : 1
 Meeting : 1st
 Skill : Reading
 Topic : Fishing
 Time allocation : 1X80 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.
7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

d. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

© Hakcipta milik UIN Suska Riau



C. INDICATOR

1. Students are able to identify the main idea of recount text.
2. Students are able to make inference of recount text.
3. Students are able to find out meaning of certain words of recount text.
4. The students are able to identify the generic structure of recount text.
5. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. LEARNING PURPOSES

After studying this chapter, students are expected to:

1. Identify the main idea of recount text.
2. Make inference of recount text.
3. Find out meaning of certain words of recount text.
4. Identify the generic structure of recount text.
5. Locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

E. LEARNING MATERIALS

1. Material of Recount Text

Purpose : to describe an event intended to amuse or entertain people.

Generic Structure :

- Orientation : Tells who was involved, what happened, where the event took place, and when it happened.
- Events : tell what the happened and what sequence.
- Reorientation : consist of optional-closure of events/ending.

2. Example of Recount Text

Fishing

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the marker place to buy some shrimps which I used for fishing bait. After that I went to the lake for start fishing.

At the lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. Three minutes left and finally there was a fish ate my bait. It



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

was the first big enough fish I got. I got 10 big fish and 3 small fish at that day, I was so happy.

I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar, he was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Event did not have any fish after that, I was so happy because I could help people.

F. TEACHING METHOD

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board and board marker
3. Sources of Material : 2013 Curriculum, Syllabus, <http://mahir-msoffice.blogspot.com/2016/03/contoh-soal-narrative-text-pilihan.html>

H. LEARNING ACTIVITIES

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME ALLOCATION
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create English environment. 2. Teacher and students pray together 3. Teacher checks the student's attendance 4. Motivating the students and describing the material which are going to be discussed generally. 	10 minutes
	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. Teacher explain about definition, generic structure, and language features of recount text. b. Teacher give an example of short 	10 minutes



Hak Cipta Dilindungi Undang-Undang

Whilst Activity

Post Activity

<p>recount text</p> <p>c. Ask students to identifying the generic structure, and language features.</p>	
<p>2. Questioning</p> <p>a. Teacher gives chance to students to ask questions about the whole text.</p>	10 minutes
<p>3. Exploring</p> <p>a. Students work in group to answer the questions related to the text. All members are taking a note about the discussion result.</p>	10 minutes
<p>4. Associating</p> <p>a. Teacher ask students to work in group and discuss for more understanding about recount text.</p>	10 minutes
<p>5. Communicating</p> <p>a. Invite one of student as a volunteer to exposure his/her self-identity in front of the class.</p>	10 minutes
<p>1. Teacher and student conclude the learning.</p> <p>2. Teacher gives an assessment on their understanding (knowledge).</p> <p>3. Student reflect on the activities that have been carried out.</p> <p>4. The lesson is finished and closed by praying together and teacher say goodbye to all students.</p>	20 minutes

I. ASSESSMENT

- Technique : Written Test
- Form : Multiple Choice
- Instrument :

The last holiday, I went to the city of Pacitan with some of my friends. We would stay some night at the unknown beach because we would like to try the experience of being into the wild. We had prepared everything. We went there by motorcycle. That vehicle was easier for us to pass any kind of road to go to some of the unknown beach along the south side of Pacitan city.



We rode slowly and sometimes stopped for several minutes to enjoy the landscape. Finally, we arrived at Pacitan. We continued to go to the south just to find any beach. What we wanted to find was a beach with no tourist there and we found it. It was a beautiful beach with nobody else except us.

We built our tents and prepared small branch for making small fire because we need it to cook. I loved this beach because I got not only a beautiful place but also a great beach for fishing. I did fishing and got a lot of fishes. We roasted those fishes at the fire we've made.

We stayed at that beach for two nights. We had to get back home because we ran out of food. We loved that journey and we would back at the beach next holiday.

1. The main idea of the last paragraph is....
 - a. The writer and his friend stayed at beach for the three nights.
 - b. The writer and his friend stayed at beach for one night.
 - c. The writer and his friend stayed at beach for two nights.
 - d. The writer and his friend stayed at beach for five nights
2. According to the passage, the writers and his friend went to the pacitan by...
 - a. car
 - b. motorcycle
 - c. plane
 - d. bus.
3. We would stay some night at the **unknown** beach because we would like to try the experience of being into the wild. "the bold word can be replace with....
 - a. Nameless
 - b. Known
 - c. Named
 - d. Called
4. The events of passage above is in...
 - a. Paragraph 1- paragraph 2
 - b. Paragraph 2- paragraph 1
 - c. Paragraph 1-paragraph 3
 - d. Paragraph 2-paragraph 4
5. Where does the unknown beach located?
 - a. At the south side of pacitan city.
 - b. At the north side of pacitan city.
 - c. At the west side of pacitan city.
 - d. At the east side of pacitan city.



d. Key Answer:

1. C
2. B
3. A
4. D
5. A

e. Scoring : Student score = 5x2

English Teacher

Eva Maisura, S.Pd.I
NIP. 198311202009032007

Rupat, October 14th, 2019

Researcher

Kardila Hasanah
SIN.11414202822

Known by,
Headmaster of SMA 1 RUPAT

Mimi Amriza, S.Pd
NIP. 197107071998032007

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



LESSON PLAN

School : SMAN 1 RUPAT
 Subject : English
 Genre : Recount Text
 Class/Grade : XI
 Semester : 1
 Meeting : 1st
 Skill : Reading
 Topic : Camping
 Time allocation : 1X80 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE (KD)

1. Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
2. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
3. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.
4. Indicating responsibility, care, cooperative and peace love in conducting functional communication.
5. Analyzing social function, text structure, and linguistic element in the phrase of talking about self-according to the context of use.
6. Catching the meaning of talking about self-according to the context of use.
7. Developing oral and written text to explain, ask, and respond talking about self-regarding to the social function, the structure of the text, and linguistic elements that are correct and appropriate.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

d. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

© Hakcipta milik UIN Suska Riau



C. INDICATOR

1. Students are able to identify the main idea of recount text.
2. Students are able to make inference of recount text.
3. Students are able to find out meaning of certain words of recount text.
4. The students are able to identify the generic structure of recount text.
5. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

D. LEARNING PURPOSES

After studying this chapter, students are expected to:

1. Identify the main idea of recount text.
2. Make inference of recount text.
3. Find out meaning of certain words of recount text.
4. Identify the generic structure of recount text.
5. Locate or identify general or specific information such as names of characters, the time of the story or the place of the story in recount text.

E. LEARNING MATERIALS

1. Material of Recount Text

Purpose : to describe an event intended to amuse or entertain people.

Generic Structure :

- Orientation : Tells who was involved, what happened, where the event took place, and when it happened.
- Events : tell what the happened and what sequence.
- Reorientation : consist of optional-closure of events/ending.

2. Example of Recount Text

Camping

One of my favourite things in Junior High School was camping. Once a month my school held a routine extracurricular that was camping at some mountain or camping field in my town. Usually the event was at first Saturday night in a month.

One day at the camping time, we all gathered at the school first before we went together at the camping area. We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon around 4 pm we had already been there. We built our own tent before we continue the activities.



After building the tent, bathing, and having a break, we start the rundown of the

activities. One thing I love most was the activity of Jerit Malam (nightmare training). It was held at 10 pm until 1 am in the morning. We all, every team, were scattered into the jungle to find the letters in a bottle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us.

Anyway, I was never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost or the zombie never frightened us who were not afraid, but they will run after them who were too afraid. That was so fun experience that I had in Junior High School

F. TEACHING METHOD

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board and board marker
3. Sources of Material : 2013 Curriculum, Syllabus, <http://mahir-msoffice.blogspot.com/2016/03/contoh-soal-narrative-text-pilihan.html>

H. LEARNING ACTIVITIES

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME ALLOCATION
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students using English in order to create English environment. 2. Teacher and students pray together 3. Teacher checks the student's attendance 4. Motivating the students and describing the material which are going to be discussed generally. 	10 minutes
	<ol style="list-style-type: none"> 1. Observing <ol style="list-style-type: none"> a. Teacher explain about definition, generic structure, and language features of recount text. b. Teacher give an example of short recount text c. Ask students to identifying the 	10 minutes



Whilst Activity

Hak Cipta Dilindungi Undang-Undang

Post Activity

	generic structure, and language features.	
2. Questioning	a. Teacher gives chance to students to ask questions about the whole text.	10 minutes
3. Exploring	a. Students work in group to answer the questions related to the text. All members are taking a note about the discussion result.	10 minutes
4. Associating	a. Teacher ask students to work in group and discuss for more understanding about recount text.	10 minutes
5. Communicating	a. Invite one of student as a volunteer to exposure his/her self-identity in front of the class.	10 minutes
	1. Teacher and student conclude the learning. 2. Teacher gives an assessment on their understanding (knowledge). 3. Student reflect on the activities that have been carried out. 4. The lesson is finished and closed by praying together and teacher say goodbye to all students.	20 minutes

I. ASSESSMENT

- Technique : Written Test
- Form : Multiple Choice
- Instrument :

I spent my last summer holiday in Seoul, South Korea. I went there with my friends. On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.



I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

1. The main idea of the first paragraph is....
 - a. The writer spent his summer holiday in myeongdong south Korea.
 - b. The writer spent his summer in seoul south Korea.
 - c. The writer spent his summer holiday in Bali.
 - d. The writer spent his summer holiday in Brobudur Temple.
2. How long the writer does take to go to seoul, south Korea?
 - a. 7 hours flight
 - b. 9 hours flight
 - c. 6 hours flight
 - d. 10 hours flight
3. "on the first day, I was **landed** at Incheon Airport around 7 Am after a 6 hours long flight" the bold word can be replace with...
 - a. Arrived
 - b. Within
 - c. Reached
 - d. Extended
4. The orientation from the story is...
 - a. I spent my last day in myeongdong and bought some stuffs and souvenirs for my family and friends.
 - b. I went to the gyeongbokgung palace and national museum.
 - c. At night, I went to hongdae, a famous district in south Korea.
 - d. I spent my last summer holiday in seoul, south Korea. I went there with my friends.
5. Where the writer go on the next day?
 - a. Seoul tower
 - b. Hongdae .
 - c. Myeongdong .
 - d. Gyeongbokgung palace and National Museum.

d. Key Answer:

1. B
2. C
3. A
4. D
5. D

e. Scoring : Student score = 5x2



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

English Teacher

Eva Maisura, S.Pd.I
NIP. 198311202009032007

Pekanbaru, October 12th, 2019

Researcher

Kardila Hasanah
SIN.11414202822

Known by,
Headmaster of SMA 1 RUPAT

Mimi Amriza, S.Pd
NIP. 197107071998032007

UIN SUSKA RIAU



The Blueprint of Reading Comprehension Test

Indicator of Items	Number Test Items		
	Try Out	Pre-Test	Post-Test
Students are able to identify the main idea of recount text.	1,6,11,16,21,26	1,6,11,16,21	1,6,11,16,21
Students are able to make inference of recount text.	2,7,12,17,22,27	2,7,12,17,22	2,7,12,17,22
Students are able to find out meaning of certain words of recount text.	3,8,13,18,23,28	3,8,13,18,23	3,8,13,18,23
Students are able to identify generic structure of recount text	4,9,14,19,24,29	4,9,14,19,24	4,9,14,19,24
Students are able to locate or identify general or specific information such as name of characters, the time of the story or the place of the story of recount text.	5,10,15,20,25,30	5,10,15,20,25	5,10,15,20,25

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



RESEARCH INSTRUMENT

READING COMPREHENSION

Respondent : Eleventh Grade Students at SMAN1 Rupert

Directions :

1. This test is used for a scientific research.
2. The result of your test does not influence your English grade.
3. Write down your answer on the provided answer sheet by giving (×) mark.
4. These questions are multiple choices.
5. You have 60 minutes to answer this test
6. Choose the correct answer by crossing the option A, B, C, or D, in the answer sheet.

Text 1-5

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The main idea of the second paragraph is about ... | <ol style="list-style-type: none"> a. We went snorkeling, and the fisherman who became our guide brought us to the beach |
|---|---|



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.
 2. Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 3. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- b. My first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM.
 - c. We woke up early to watch sunrise that is not far from the guest house.
 - d. Went to the festival after we had breakfast
2. The writer woke up so early to watch sunrise but he did not need to go far to watch the sunrise because
 - a. The guest house is among to the beach.
 - b. The guest house is very far to the beach
 - c. The guest house is in front of to the beach
 - d. The guest house is near to the beach
3. "Our boat departed from Muara Angke **port** to the island"

Text 6-10

Cultural Visit to Bandung with UI Creates

Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM. Before we went to Saung Angklung Mang Udjo, we had lunch at Sederhana Pasteur Restaurant first. We ate Nasi Padang. For some students, it was their first time trying Nasi Padang. They said it was delicious.

Then we went to Saung Angklung Mang Udjo. It took more than one hour to go there from the restaurant. At 2.45 PM, we arrived at Saung Angklung Mang Udjo. We had to wait for the performance because it started at 3.00 PM. Before the performance started, we bought some souvenirs and tried to play Angklung in the souvenir shop. At exactly 3.00 PM, the show started. Not only Angklung performance, there were also Arumba and Calung performances. We sang, danced and learnt to play Angklung together during the performance.

After we watched the show, we went to Soerabi Moet to get dinner. We ate Serabi which is traditional pancake made from rice flour with coconut milk or shredded coconut. It usually tastes sweet, but there is another savoury version that uses oncom as the topping. In Soerabi Moet, there is a variant of Serabi with Durian topping. That was the first experience

The word **port** means

- a. Harbor
 - b. Train station
 - c. Airport
 - d. Bus terminal
4. The resolution from the story is ...
 - a. The writer needed to return to guest house.
 - b. The writer was so enjoyable and would like to visit Pari Island again.
 - c. The writer went snorkeling and see group of tiny fishes
 - d. The writer spent enough time watching the sunrise
5. Where the story take place?
 - a. Pari Island
 - b. Candi Borobudur
 - c. Bali Beach
 - d. Library



...eating Durian for some of my friends. After we had dinner, we went to our hotel which is not too far away from SoerabiImoet to get some rest.

The day after that, we started the day with getting breakfast at the hotel. Then we departed to DusunBambu at 7.45 AM. From the hotel, we spent more than one hour on the way to DusunBambu. After we arrived, we walked around the park to explore. It was very refreshing. There were a lot of various flowers bloomed at that time. We also saw some fields with rice plants. My Japanese friends and I tried to ride a traditional boat. After we spent enough time there, we had lunch and returned to Depok.

We were very tired when we arrived in Depok, but we had a lot of fun during the cultural visit. It was very nice to go to Bandung and I hope I can go there again sometime.

6. The main idea of fourth paragraph is

- The writer eat Serabi for dinner after watched the show
- The writer eat Sushi for dinner after watched the show
- The writer eat pancake for dinner after watched the show
- The writer eat Nasi Padang for dinner after watched the show

7. The participants that coming for UI Creates short course are from ...

- Thailand, Korea, and Philippine
- Philippine, Kamboja, Malaysia
- China, Japan, Philippine
- Indonesia, Korea, China

8. "We **departed** from Depok to Bandung at 6.30 AM by bus." The word **departed** means ...

- Landed
- Arrived
- Stayed
- Take Off

9. The orientation from the story is ...

a. We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM.

b. Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

c. The day after that, we started the day with getting breakfast at the hotel. Then we departed to DusunBambu at 7.45 AM.

d. After we watched the show, we went to SoerabiImoet to get dinner.

10. After watching the show, the writer went to ... for dinner

- Starbucks
- SoerabiImoet
- RumahMakanNasi Padang
- Pizza Hut

Hak Cipta dilindungi Undang-undang

1. Dilarang menjiplak atau menyalin sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan harus untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



A Trip to Borobudur Temple

Last year, my classmates and I visited Borobudur Temple. We went there by bus. We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then, we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, and Central Java by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

11. The main idea of third paragraph is ...

- a. The writer felt tired after visiting Prambanan Temple but he's very happy that able to make it.
- b. The writer felt tired after visiting RoroJonggrang Temple but he's very happy that able to make it.
- c. The writer felt tired after visiting Borobudur Temple but he's very happy that able to make it.
- d. The writer felt tired after visiting MuaraTakus Temple but he's very happy that able to make it.

12. According to the story above, how many statues and reliefs Borobudur Temple has?

- a. 500 statues and 1000 reliefs
- b. 1200 statues and 600 reliefs

- c. 1100 statues and 500 reliefs
- d. 504 statues and 1400 reliefs

13. "It took us 24 hours to **arrive** there." The bold text can be replace with ...

- a. Go
- b. Come
- c. Land
- d. Paddle

14. The events from story above is in

- a. First paragraph
- b. Second paragraph
- c. Third paragraph
- d. Fourth paragraph

15. After having some visit, where does the writer go to take rest ?

- a. Hotel
- b. Guest house
- c. Motel
- d. Apartment



Text 16-20

I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

16. The main idea of first paragraph is ...

- a. The writer spent his summer holiday in Myeongdong, South Korea
- b. The writer spent his summer holiday in Seoul, South Korea
- c. The writer spent his summer holiday in Bali
- d. The writer spent his summer holiday in Borobudur Temple

17. How long the writer does take to go to Seoul, South Korea?

- a. 7 hours flight
- b. 9 hours flight
- c. 6 hours flight
- d. 10 hours flight

18. "On the first day, I was **landed** at Incheon Airport around 7 AM after a 6 hours long flight." The bold word can be replace with ...

- a. Arrived
- b. Within
- c. Reached
- d. Extended

19. The orientation from the story is ...

- a. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends.
- b. I went to the Gyeongbokgung Palace and National Museum.
- c. At night, I went to Hongdae, a famous district in South Korea.
- d. I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

20. Where the writer go on the next day?

- a. Seoul Tower
- b. Hongdae
- c. Myeongdong
- d. Gyeongbokgung Palace and National Museum



Text 21-25

I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, AlwiShihab.

It was challenging to visit different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and race against time, always fearing that the internet connection would come crashing down.

And after everything was done, only then I remembered to eat. Most times, I only ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

21. The main idea of second paragraph is

- ...
- a. I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences
 - b. It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate.
 - c. It was challenging to visit different refugee camps to find soft stories, human interest stories.
 - d. Most times, I only ate once a day because you always had to rush and it was difficult to find food.

22. According to passage, how long does the writer had to travel to find fresh food?

- a. 15 – 25 minutes
- b. 30 – 45 minutes

- c. 45 – 55 minutes
- d. 25 – 35 minutes

23. “usually held by the United Nations officials or disaster **mitigation** team chief, AlwiShihab” The synonym of underlined word is ...

- a. Decreases
- b. Lightener
- c. Reliever
- d. Developer

24. The reorientation is in ...

- a. First paragraph
- b. Second paragraph
- c. Fourth paragraph
- d. Third paragraph

25. Where does the briefings and press conferences take place?

- a. Stadium
- b. Press Center
- c. Chief Room
- d. Canteen



Text 26-30

The last holiday, I went to the city of Pacitan with some of my friends.

We would stay some night at the unknown beach because we would like to try the experience of being into the wild. We had prepared everything. We went there by motorcycle. That vehicle was easier for us to pass any kind of road to go to some of the unknown beach along the south side of Pacitan city.

We rode slowly and sometimes stopped for several minutes to enjoy the landscape. Finally, we arrived at Pacitan. We continued to go to the south just to find any beach. What we wanted to find was a beach with no tourist there and we found it. It was a beautiful beach with nobody else except us.

We built our tents and prepared small branch for making small fire because we need it to cook. I loved this beach because I got not only a beautiful place but also a great beach for fishing. I did fishing and got a lot of fishes. We roasted those fishes at the fire we've made.

We stayed at that beach for two nights. We had to get back home because we ran out of food. We loved that journey and we would back at the beach next holiday.

26. The main idea of the last paragraph is ...

- a. The writer and his friend stayed at beach for three nights.
- b. The writer and his friend stayed at beach for one night
- c. The writer and his friend stayed at beach for two nights
- d. The writer and his friend stayed at beach for five nights

27. According to the passage, the writer and his friend went to the Pacitan by ...

- a. Car
- b. Motorcycle
- c. Plane
- d. Bus

28. "We would stay some night at the **unknown** beach because we would like to try the experience of being

into the wild." The bold word can be replace with ...

- a. Nameless
- b. Known
- c. Named
- d. Called

29. The events of passage above is in ...

- a. Paragraph 1 – Paragraph 2
- b. Paragraph 2 – Paragraph 1
- c. Paragraph 1 – Paragraph 3
- d. Paragraph 2 – Paragraph 4

30. Where does the unknown beach located?

- a. At the south side of Pacitan city.
- b. At the north side of Pacitan city.
- c. At the west side of Pacitan city.
- d. At the east side of Pacitan city.



RESEARCH INSTRUMENT

READING COMPREHENSION

PRE-TEST OF EXPERIMENTAL CLASS AND CONTROL CLASS

Respondent : Eleventh Grade Students at SMAN 1 Rupert

Directions :

1. This test is used for a scientific research.
2. The result of your test does not influence your English grade.
3. Write down your answer on the provided answer sheet by giving (×) mark.
4. These questions are multiple choices.
5. You have 60 minutes to answer this test
6. Choose the correct answer by crossing the option A, B, C, or D, in the answer sheet.

Text 1-5

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

1. The main idea of the second paragraph is about ...



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.
 2. Dilarang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa.
 3. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. We went snorkeling, and the fisherman who became our guide brought us to the beach
 - b. My first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM.
 - c. We woke up early to watch sunrise that is not far from the guest house.
 - d. Went to the festival after we had breakfast
- a. The guest house is among to the beach.
 - b. The guest house is very far to the beach
 - c. The guest house is in front of to the beach
 - d. The guest house is near to the beach

Text 6-10

Cultural Visit to Bandung with UI Creates

Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM. Before we went to Saung Angklung Mang Udjo, we had lunch at Sederhana Pasteur Restaurant first. We ate Nasi Padang. For some students, it was their first time trying Nasi Padang. They said it was delicious.

Then we went to Saung Angklung Mang Udjo. It took more than one hour to go there from the restaurant. At 2.45 PM, we arrived at Saung Angklung Mang Udjo. We had to wait for the performance because it started at 3.00 PM. Before the performance started, we bought some souvenirs and tried to play Angklung in the souvenir shop. At exactly 3.00 PM, the show started. Not only Angklung performance, there were also Arumba and Calung performances. We sang, danced and learnt to play Angklung together during the performance.

After we watched the show, we went to Soerabi Imoet to get dinner. We ate Serabi which is traditional pancake made from rice flour with coconut milk or shredded coconut. It usually tastes sweet, but there is another savoury version that uses oncom as the topping. In Soerabi

3. "Our boat departed from Muara Angke **port** to the island"
The word **port** means
 - a. Harbor
 - b. Train station
 - c. Airport
 - d. Bus terminal
4. The resolution from the story is ...
 - a. The writer needed to return to guest house.
 - b. The writer was so enjoyable and would like to visit Pari Island again.
 - c. The writer went snorkeling and see group of tiny fishes
 - d. The writer spent enough time watching the sunrise
5. Where the story take place?
 - a. Pari Island
 - b. Candi Borobudur
 - c. Bali Beach
 - d. Library



Imoet, there is a variant of Serabi with Durian topping. That was the first experience eating Durian for some of my friends. After we had dinner, we went to our hotel which is not too far away from Soerabi Imoet to get some rest.

The day after that, we started the day with getting breakfast at the hotel. Then we departed to Dusun Bambu at 7.45 AM. From the hotel, we spent more than one hour on the way to Dusun Bambu. After we arrived, we walked around the park to explore. It was very refreshing. There were a lot of various flowers bloomed at that time. We also saw some fields with rice plants. My Japanese friends and I tried to ride a traditional boat. After we spent enough time there, we had lunch and returned to Depok.

We were very tired when we arrived in Depok, but we had a lot of fun during the cultural visit. It was very nice to go to Bandung and I hope I can go there again sometime.

6. The main idea of fourth paragraph is ...

- a. The writer eat Serabi for dinner after watched the show
- b. The writer eat Sushi for dinner after watched the show
- c. The writer eat pancake for dinner after watched the show
- d. The writer eat Nasi Padang for dinner after watched the show

7. The participants that coming for UI Creates short course are from ...

- a. Thailand, Korea, and Philippine
- b. Philippine, Kamboja, Malaysia
- c. China, Japan, Philippine
- d. Indonesia, Korea, China

8. "We **departed** from Depok to Bandung at 6.30 AM by bus." The word **departed** means ...

- a. Landed
- b. Arrived
- c. Stayed
- d. Take Off

9. The orientation from the story is ...

a. We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM.

b. Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

c. The day after that, we started the day with getting breakfast at the hotel. Then we departed to Dusun Bambu at 7.45 AM.

d. After we watched the show, we went to Soerabi Imoet to get dinner.

10. After watching the show, the writer went to ... for dinner

- a. Starbucks
- b. Soerabi Imoet
- c. Rumah Makan Nasi Padang
- d. PizzaHut



A Trip to Borobudur Temple

Last year, my classmates and I visited Borobudur Temple. We went there by bus. We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then, we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, and Central Java by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

11. The main idea of third paragraph is

- ...
- a. The writer felt tired after visiting Prambanan Temple but he's very happy that able to make it.
- b. The writer felt tired after visiting Roro Jonggrang Temple but he's very happy that able to make it.
- c. The writer felt tired after visiting Borobudur Temple but he's very happy that able to make it.
- d. The writer felt tired after visiting Muara Takus Temple but he's very happy that able to make it.

12. According to the story above, how many statues and reliefs Borobudur Temple has?

- a. 500 statues and 1000 reliefs
- b. 1200 statues and 600 reliefs

- c. 1100 statues and 500 reliefs
- d. 504 statues and 1400 reliefs

13. "It took us 24 hours to **arrive** there." The bold text can be replace with ...

- a. Go
- b. Come
- c. Land
- d. Paddle

14. The events from story above is in

- a. First paragraph
- b. Second paragraph
- c. Third paragraph
- d. Fourth paragraph

15. After having some visit, where does the writer go to take rest ?

- a. Hotel
- b. Guest house
- c. Motel
- d. Apartment



Text 16-20

I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

16. The main idea of first paragraph is ...

- a. The writer spent his summer holiday in Myeongdong, South Korea
- b. The writer spent his summer holiday in Seoul, South Korea
- c. The writer spent his summer holiday in Bali
- d. The writer spent his summer holiday in Borobudur Temple

17. How long the writer does take to go to Seoul, South Korea?

- a. 7 hours flight
- b. 9 hours flight
- c. 6 hours flight
- d. 10 hours flight

18. "On the first day, I was **landed** at Incheon Airport around 7 AM after a 6 hours long flight." The bold word can be replace with ...

- a. Arrived
- b. Within
- c. Reached
- d. Extended

19. The orientation from the story is ...

- a. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends.
- b. I went to the Gyeongbokgung Palace and National Museum.
- c. At night, I went to Hongdae, a famous district in South Korea.
- d. I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

20. Where the writer go on the next day?

- a. Seoul Tower
- b. Hongdae
- c. Myeongdong
- d. Gyeongbokgung Palace and National Museum



Text 21-25

I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, Alwi Shihab.

It was challenging to visit different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and race against time, always fearing that the internet connection would come crashing down.

And after everything was done, only then I remembered to eat. Most times, I only ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

21. The main idea of second paragraph is

-
- a. I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences
 - b. It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate.
 - c. It was challenging to visit different refugee camps to find soft stories, human interest stories.
 - d. Most times, I only ate once a day because you always had to rush and it was difficult to find food.

22. According to passage, how long does the writer had to travel to find fresh food?

- a. 15 – 25 minutes
- b. 30 – 45 minutes

- c. 45 – 55 minutes
- d. 25 – 35 minutes

23. “usually held by the United Nations officials or disaster mitigation team chief, Alwi Shihab” The synonym of underlined word is ...

- a. Decreases
- b. Lightener
- c. Reliever
- d. Developer

24. The reorientation is in ...

- a. First paragraph
- b. Second paragraph
- c. Fourth paragraph
- d. Third paragraph

25. Where does the briefings and press conferences take place?

- a. Stadium
- b. Press Center
- c. Chief Room
- d. Canteen



RESEARCH INSTRUMENT

READING COMPREHENSION

POST-TEST OF EXPERIMENTAL CLASS AND CONTROL CLASS

Respondent : Eleventh Grade Students at SMAN 1 Rupert

Directions :

1. This test is used for a scientific research.
2. The result of your test does not influence your English grade.
3. Write down your answer on the provided answer sheet by giving (x) mark.
4. These questions are multiple choices.
5. You have 60 minutes to answer this test
6. Choose the correct answer by crossing the option A, B, C, or D, in the answer sheet.

Text 1-5

I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, Alwi Shihab.

It was challenging to visit different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and race against time, always fearing that the internet connection would come crashing down.

And after everything was done, only then I remembered to eat. Most times, I only ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

1. The main idea of the second paragraph is...
 - a. I usually woke u at 8 a.m. and when to the press centre to check the daily schedule of briefings and press conferences.
 - b. It was heart breaking when I saw these survivors fight for food and second hand clothing, which they saidwhere limited and inadequate
 - c. If was challanging to visit differnt refugee camps to find soft stories, human interest stories.
 - d. Most times, I only ate once a day because you always had to rush and it was difficult to find food.
2. According to passage, how long does the writer had to travel to find fresh food?
 - a. 15 – 25 minutes
 - b. 30 – 45 minutes
 - c. 45 – 55 minutes
 - d. 25 – 35 minutes



3. "usually held by the United Nations officials or disaster **mitigation** team chief, Alwi shihab" The synonym of undelined word is

- a. Decreases
- b. Lightener
- c. Reliever
- d. Developer

4. The reorientation is in ...

- a. First paragraph
- b. Second paragraph
- c. Fourth paragraph
- d. Third paragraph

5. Where does the briefings and press conferences take place?

- a. Stadium
- b. Press center
- c. Chief room
- d. Canteen

Text 6-10

Cultural Visit to Bandung with UI Creates

Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM. Before we went to Saung Angklung Mang Udjo, we had lunch at Sederhana Pasteur Restaurant first. We ate Nasi Padang. For some students, it was their first time trying Nasi Padang. They said it was delicious.

Then we went to Saung Angklung Mang Udjo. It took more than one hour to go there from the restaurant. At 2.45 PM, we arrived at Saung Angklung Mang Udjo. We had to wait for the performance because it started at 3.00 PM. Before the performance started, we bought some souvenirs and tried to play Angklung in the souvenir shop. At exactly 3.00 PM, the show started. Not only Angklung performance, there were also Arumba and Calung performances. We sang, danced and learnt to play Angklung together during the performance.

After we watched the show, we went to Soerabi Imoet to get dinner. We ate Serabi which is traditional pancake made from rice flour with coconut milk or shredded coconut. It usually tastes sweet, but there is another savoury version that uses oncom as the topping. In Soerabi Imoet, there is a variant of Serabi with Durian topping. That was the first experience eating Durian for some of my friends. After we had dinner, we went to our hotel which is not too far away from Soerabi Imoet to get some rest.

The day after that, we started the day with getting breakfast at the hotel. Then we departed to Dusun Bambu at 7.45 AM. From the hotel, we spent more than one hour on the way to Dusun Bambu. After we arrived, we walked around the park to explore. It was very refreshing.



There were a lot of various flowers bloomed at that time. We also saw some fields with rice plants. My Japanese friends and I tried to ride a traditional boat. After we spent enough time there, we had lunch and returned to Depok.

We were very tired when we arrived in Depok, but we had a lot of fun during the cultural visit. It was very nice to go to Bandung and I hope I can go there again sometime.

6. The main idea of fourth paragraph is

- The writer eat Serabi for dinner after watched the show
- The writer eat Sushi for dinner after watched the show
- The writer eat pancake for dinner after watched the show
- The writer eat Nasi Padang for dinner after watched the show

7. The participants that coming for UI Creates short course are from ...

- Thailand, Korea, and Philippine
- Philippine, Kamboja, Malaysia
- China, Japan, Philippine
- Indonesia, Korea, China

8. "We **departed** from Depok to Bandung at 6.30 AM by bus." The word **departed** means ...

- Landed
- Arrived
- Stayed
- Take Off

9. The orientation from the story is ...

a. We departed from Depok to Bandung at 6.30 AM by bus. Fortunately, there was no traffic jam so we could arrive in Bandung at 11.30 AM.

b. Last February, I went to Bandung with UI Creates students. UI Creates is a short course program from University of Indonesia for international students. At that time, the participants were from Japan, China, and Philippine.

c. The day after that, we started the day with getting breakfast at the hotel. Then we departed to Dusun Bambu at 7.45 AM.

d. After we watched the show, we went to Soerabi Imoet to get dinner.

10. After watching the show, the writer went to ... for dinner

- Starbucks
- Soerabi Imoet
- Rumah Makan Nasi Padang
- PizzaHut

Text 11-15

A Trip to Borobudur Temple

Last year, my classmates and I visited Borobudur Temple. We went there by bus. We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.



After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then, we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, and Central Java by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

11. The main idea of third paragraph is ...

- The writer felt tired after visiting Prambanan Temple but he's very happy that able to make it.
- The writer felt tired after visiting Roro Jonggrang Temple but he's very happy that able to make it.
- The writer felt tired after visiting Borobudur Temple but he's very happy that able to make it.
- The writer felt tired after visiting Muara Takus Temple but he's very happy that able to make it.

12. According to the story above, how many statues and reliefs Borobudur Temple has?

- 500 statues and 1000 reliefs
- 1200 statues and 600 reliefs

c. 1100 statues and 500 reliefs

d. 504 statues and 1400 reliefs

13. "It took us 24 hours to **arrive** there."

The bold text can be replace with ...

- Go
- Come
- Land
- Paddle

14. The events from story above is in

- First paragraph
- Second paragraph
- Third paragraph
- Fourth paragraph

15. After having some visit, where does the writer go to take rest ?

- Hotel
- Guest house
- Motel
- Apartment

Text 16-20

I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at



5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

16. The main idea of first paragraph is ...

- a. The writer spent his summer holiday in Myeongdong, South Korea
- b. The writer spent his summer holiday in Seoul, South Korea
- c. The writer spent his summer holiday in Bali
- d. The writer spent his summer holiday in Borobudur Temple

17. How long the writer does take to go to Seoul, South Korea?

- a. 7 hours flight
- b. 9 hours flight
- c. 6 hours flight
- d. 10 hours flight

18. "On the first day, I was **landed** at Incheon Airport around 7 AM after a 6 hours long flight." The bold word can be replace with ...

- a. Arrived
- b. Within
- c. Reached
- d. Extended

19. The orientation from the story is ...

- a. I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends.
- b. I went to the Gyeongbokgung Palace and National Museum.
- c. At night, I went to Hongdae, a famous district in South Korea.
- d. I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

20. Where the writer go on the next day?

- a. Seoul Tower
- b. Hongdae
- c. Myeongdong
- d. Gyeongbokgung Palace and National Museum

Text 21-25

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for



approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again this place again together with my family in another chance.

21. The main idea of second paragraph is about....

- We went snorkeling, and the fisherman who became our guide brought us to the beach.
- My first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 Am.
- We woke up early to watch sunrise that is not far from the guest house.
- When to the festival after we had breakfast.

22. The writer woke up so early to watch sunrise buthe did not need to go far to watch the sunrise because....

- The guest house is among to the beach
- The guest house is very far to the beach.
- The guest house is in front of to the beach.
- The guest house is near to the beach.

23. "Our boat departed from Muara Angke **port** to the island"

The word **port** means....

- Harbor
- Train Station
- Airport
- Bus Terminal

24. The resolution from the story is ...

- The writer needed to return to guest house.
- The writer was so enjoyable and would like to visit Pari Island again
- The writer went snorkeling and see group of tiny fishes.
- The writer spent enough time watching the sunrise.

25. Where the story take place?

- Pari Island
- Candi Borobudur
- Bali Beach
- Library



No	Student	HASIL POST-TEST																									Total	Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	Student 1	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	13	52	
2	Student 2	1	1	0	0	0	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	15	60
3	Student 3	0	0	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	16	64	
4	Student 4	1	1	0	0	1	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	1	0	0	1	12	48
5	Student 5	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	18	72	
6	Student 6	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	0	14	56	
7	Student 7	1	1	0	1	0	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	16	64	
8	Student 8	0	1	1	0	0	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	0	1	0	0	1	1	14	56
9	Student 9	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1	1	15	60
10	Student 10	0	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	19	76
11	Student 11	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	20	80
12	Student 12	0	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	16	64
13	Student 13	1	1	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	18	72
14	Student 14	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	19	76
15	Student 15	1	1	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	17	68
16	Student 16	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	15	60
17	Student 17	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	19	76
18	Student 18	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	19	76
19	Student 19	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	19	76
20	Student 20	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	20	80
21	Student 21	0	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	16	64
22	Student 22	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	17	68
23	Student 23	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	17	68
24	Student 24	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	19	76
25	Student 25	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	14	56
26	Student 26	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	18	72
27	Student 27	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	17	68



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Kardila Hasanah. The last daughter from Mr. Tarmizi and Mrs. Darmidah, was born in Kota Intan, January 25th 1995. She lives in Rokan Hulu, Riau. In 2013 she was graduated from Al-Jauhar Islamic Boarding school Duri Subdistrict. She continued her study in UIN SUSKA RIAU, she accepted become one of the students in English Department, Faculty of Education and Teacher Training.

On July 2017, she was doing KKN (Kuliah Kerja Nyata) in Boncah Mahang, Bengkalis. Then she continued Pre-Service Teacher Training Practice at Diniyah Putri Pekanbaru Riau.

Finally, she followed final examination of her thesis entitled “The Effect of using Inside Outside Circle Strategy on Students’ reading comprehension at Eleventh Grade of State Senior High School 1 Rupert”.